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ABSTRACT

The development and implementation of a formal homeroom program for seventh-grade students entering a two-year junior high school from five elementary schools is presented. Included are descriptions of: (1) the orientation phase, in which students as sixth graders in their respective elementary schools were provided slide shows, tours, and parent nights to prepare them for transition to junior high school; (2) the formal orientation program, with teacher's guide materials and handbooks for use with new seventh-grade students; (3) the guidance phase, which was designed to promote improved personal management skills during students' junior high years using values clarification as the central methodology; and (4) a formal program with resource packets created to help teachers assist students in the areas of decision making, handling frustration, dealing with consequences, peer relationships, adult relationships, and parent relationships. The appendix includes all teacher guide materials and the student handbook. (Author)

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DESIGNING AND IMPLEMENTING AN ORIENTATION AND HOMEROOM GUIDANCE PROGRAM FOR PARKER JUNIOR HIGH SCHOOL

by

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Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University.

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DESIGNING AND IMPLEMENTING AN ORIENTATION
AND HOMEROOM GUIDANCE PROGRAM FOR
PARKER JUNIOR HIGH SCHOOL

BACKGROUND

Parker Junior High School is a seventh- and eighth-grade school in Reading, Massachusetts. Located ten miles north of Boston, the community can be described as middle class and above without unusual problems.

Parker is one of two junior highs in Reading. Each school generally houses approximately 500 pupils and is organized in traditional fashion. The ninth grade was formerly contained in the junior highs, but a major addition to the high school made it possible to shift the ninth grade and relieve an overcrowded situation at the junior highs.

Students enter Parker from five different elementary schools and two years later transfer to a large, rambling high school of nearly 2,000 students. The net result is that, from the sixth to the ninth grade, students move twice to successively larger and more complex schools. Each time students move, they are joined by students from other schools whom they do not know. The rapid changes to different environments have helped to make adjustment a recurring problem for students.

Several years after Parker was organized as a two-grade school, the staff began to notice a deterioration in the overall school atmosphere. There appeared to be an increase in student problems, behavior incidents, and relationship difficulties. The increase in student problems caused the author, as principal, to take a closer look at many circumstances that had previously been taken for granted.

Students frequently demonstrated apprehension and confusion upon entering Parker, and while much of their reaction was seen as natural and expected, it did occur to a degree that was considered undesirable. Each fall found the staff dealing with a situation where more than 15 percent of the students exhibited emotional, behavioral, academic, and relationship difficulties. These problems tended to occur most frequently during the first half of the seventh grade. A strong staff and a smooth-functioning general operation reduced these problems as each year went by, but this was done without any formal or organized plan and took longer than was desirable, considering the fact that students attend Parker for only two years.

Evidence of the difficulty caused by the shifting of the ninth grade to the high school was the increase in discipline problems among the entering students. When the ninth grade was in the junior high, it accounted for roughly 15 percent of the discipline problems; as high school students the members of the same class became involved in nearly 50 percent of the discipline cases. Many factors could be cited as contributing to the increase in discipline cases, but the fact remained that students were in more frequent difficulty. Administrators from the junior and senior high schools had agreed to having joint responsibility for preparing youngsters for high school, but only the high school had taken any action. A personal management course had been developed for ninth graders two years previous, but the junior high had no organized strategy for preparing students for the transition to high school.

In the spring of 1975 enough concern had been generated about transition of students for it to become an agenda item at a Kitchen Kabinet meeting. These are meetings, voluntarily attended by Parker staff members, which serve as a forum to discuss school issues and explore ideas. Initially, the concern was with the problems of incoming students, but enough student problems in general were soon identified to convince the staff that more thorough study was needed.

As frequently happens in a free forum, teacher participants brought into the discussion a wide-ranging list of problems and their possible causes. One item that showed quickly was a differing perception of school rules and policies among younger teachers as compared to teachers who had been in the building for more than five years. Discussion revealed inconsistencies from one homeroom to another in what students were told, the degree of emphasis, and in teacher follow-up. The staff were able to cite their inconsistencies as the basis for many student inconsistencies that existed.

At a subsequent meeting in May, 1975, the staff decided to separate future study into two broad categories: the issues of students entering Parker, and the issues of older students as they approached high school. These separate categories were established to provide a framework for further study and because the staff felt there were significant changes in student concerns from the sixth to the eighth grade.

IDENTIFICATION OF THE PROBLEM

The initial assessment effort was directed towards identifying the orientation needs of incoming seventh grade students. As noted earlier, students transfer to Parker from five different elementary schools located in different sections of the community. After assessing the needs and concerns of students and parents, the plan was to check these needs against the past practices of the school.

Since it was the first month of school for a new seventh grade, it was decided to focus on that group. A questionnaire[1] was developed asking all seventh-grade students to identify their concerns and problems before entering Parker as well as those encountered during the first two weeks of school. The questionnaires were completed by students under the direction of homeroom teachers. Discussion with two eighth-grade homerooms enabled the staff to devise a typical list of concerns to which students could refer in addition to writing in other concerns.

The results of this survey (see table 1) were discussed at a staff meeting, and teachers in turn discussed them with their homeroom students for further clarification. Unfamiliarity with the building and its inhabitants was identified as the underlying basis for many of the concerns. It was noted that nothing existed in writing directed towards reducing students' unfamiliarity, although teachers were given a list of general topics to review with new students.

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[1] Appendix A, p. 58.

TABLE 1

SEVENTH-GRADE QUESTIONNAIRE RESPONSES

Concern	# Reporting - 238	Percentage
Getting lost	78	32.7
Getting along with teachers	61	25.6
Getting along with kids	54	22.7
School rules	48	20.2
Eighth graders	38	16.0
Grades	37	15.5
Homework	29	12.2
Gym	27	11.3
Lockers	27	11.3
Passes	23	9.7
Showers	18	7.6
Changing classes	13	5.5

A better grasp of the problem was gained when the survey results were added to previously identified staff weaknesses, such as ignorance of rules, differing interpretations of rules, and insensitivity to the concerns of new students. It was noted that time resolved a large percentage of student concerns, but time could not be considered a factor in our plans because, as in any two-year school, students were in attendance for a relatively short time. The normal tumult associated with this age group was also discussed by the staff, and it was agreed that it was undesirable to have the school situation contribute to the problems. The single most important result of the survey was the realization that although most concerns were fairly typical, the degree of student concern was far greater than had been expected.

Simultaneously, a meeting was held with twenty-seven parents of sixth- and seventh-grade students, who had been assembled by the Parent Teachers Association. Those parents were asked to complete the same questionnaire that had been administered to the seventh-grade students. The seventh-grade students' responses were then shared with the parents and discussed at some length. Parental responses generally followed the student pattern with two exceptions. Parents indicated a higher level of concern over lockers and showers than the students had displayed. The overall result was that parents noted a fairly high level of concern expressed by students at home over the transition to junior high school. This study highlighted the fact that parents were a potential aid in reducing the transition problems of students, but nothing had been done to enlist their aid or to acquaint them with the school.

The next stage was to gather information from sixth graders and gain some sense of their concerns about junior high before they had any contact with the junior high school. A questionnaire[1] similar to the seventh-grade questionnaire was administered to a sample of sixth-grade students. The questionnaire was administered to one sixth-grade class in each elementary school by their regular sixth-grade teacher, because it was desired that the students respond while in familiar surroundings.

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[1] Appendix B, p. 60.

TABLE 2

SIXTH-GRADE QUESTIONNAIRE RESPONSES

Major Concerns*	# Reporting - 80	Percentage
Lockers	44	55.0
Getting lost	35	43.8
Tardiness	27	33.8
Gym suits	15	18.8
Homework	10	11.3

*Many other items were cited, such as rules, teachers, friends, eighth graders, but in substantially smaller numbers.

Table 2 supported earlier findings that incoming younger students were primarily concerned with the more ordinary and routine aspects of adjusting to a new, larger, and more complicated environment.

All of the information gathered indicated that most of the identified concerns were well within a realm to which the staff felt capable of responding. It was noted, however, that our staff and communication problems had to be remedied before any effective response could be made to students.

The guidance counselor recorded thirty-seven sessions with different seventh graders during the first two months of the school year, with adjustment difficulties being the dominant theme. In a majority of the cases misunderstanding, emotional upset, and a lack of orientation information were the causes. Adjustment difficulties were markedly fewer for the remainder of the junior high population. In addition to the conferences, the counselor reported a large number of conferences and telephone conversations with parents who were concerned about their children's adjustment difficulties.

Eleven cases were logged in which students skipped a class, with nearly all being situations where the students were late because of confusion or couldn't find the class and "hid out" as a result of fear.

Teachers usually made themselves available in the corridors between periods during the first few weeks of school to assist new students in finding their way around the four floors of the school. Teachers always noted many instances of lost and upset students.

There were eighteen cases of truancy the previous year, with five of the cases involving new seventh graders. The five seventh-grade truancies were different from the other cases in that fear and unhappiness due to adjustment difficulties were the reason. This was generally not the case in truancies involving other students.

Teachers were requested to make anecdotal notes of their experiences with homeroom students during the first three months of the year with an eye towards adding those observations to the other information that had been developed.

Beginning in February, 1976, meetings were held with the sixteen homeroom teachers to assess formally the data that had been gathered. The results of the study were summarized as follows:

1. There was much confusion, inconsistency, and misunderstanding about school rules and regulations. Students, parents, and staff all reflected problems due to the absence of any written expression of the rules and regulations of the school.

2. Apprehension and misunderstanding existed to a surprisingly large degree among sixth graders, with much of it traced to unfamiliarity with the junior high. These concerns were generally related to fairly routine aspects of school life but were very serious to students.

3. New seventh-grade students frequently had a difficult time adjusting to the school and also expressed a surprisingly high level of concern during their first month in the school.

4. There was a total lack of communication with parents, resulting in a general sense of isolation. Parents were thus unable to assist their children or the school during the period of transition. Instances were also noted where incorrect assumptions and misunderstandings between the school and parents further confused students.

Members of the teaching staff expressed the opinion that student concerns took a major shift during their junior high years. Preoccupation with "learning the ropes" of a new situation naturally disappeared as time went by, to be replaced by social concerns and issues typical of their age. Items such as peer and teacher relationships, grades, homework, and course selection were felt to increase gradually in importance.

A decision was made to have the guidance counselor develop a survey[1] that would provide a more accurate sense of student issues. Teacher experience and discussions with students had shaped a general view of student concerns, but it was felt that a better grasp of the personal aspects of students' lives was needed. The questionnaire was administered by the guidance counselor, who briefed the students, noting that information was sought in order to find ways to be of greater help to students. All seventh- and eighth-grade students completed the survey separately so that the data could be compiled by grade level.

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[1] Appendix C, p. 61.

TABLE 3

JUNIOR HIGH SCHOOL STUDENT SURVEY RESULTS (RANK ORDERED)

Item	Total Responses	# Yes	# No	% Yes	% No
	Grade 7				
Stealing	250	156	94	62.4	37.6
Peer pressure leading to negative behavior	250	115	135	46.0	54.0
Vandalism	249	110	139	44.2	55.8
Teacher-student problems	248	97	151	39.1	60.9
Behavior problems	250	88	162	35.3	64.5
Alcohol (any use)	249	90	159	27.5	72.5
Cigarettes (twice or more)	251	65	186	25.9	74.1
Truancy	253	21	232	8.3	91.7
Drugs	249	12	237	4.8	95.2
	Grade 8				
Alcohol	157	90	67	57.3	42.7
Stealing	140	76	64	54.3	45.7
Teacher-student problems	138	56	83	40.3	59.7
Peer pressure leading to negative behavior	138	54	84	39.1	60.1
Vandalism	154	59	95	38.3	61.7
Cigarettes	151	51	100	33.8	66.2
Behavior problems	139	37	102	26.6	73.4
Truancy	147	32	115	21.8	78.2
Drugs	154	32	112	20.8	79.2

The staff review of the data began with the recognition that there were weaknesses in the process, with some reservation about the validity of some of the data. Yet teachers did feel able to detect patterns and develop a better sense of the scope of student activities. The staff's initial reaction was to attempt to refute the results as being exaggerated, particularly those relating to in-school situations. Eventually, it was agreed that it was not particularly productive to spend much time debating the validity of the results. The staff decided to accept the fact that there were serious school and social concerns affecting a significant portion of the student body. The main issues were identified as follows:

1. There was an increasing use and abuse of alcohol, drugs, and tobacco as students became older.
2. There was a high percentage of students admitting to some form of stealing.
3. There was evidence of problems in developing and maintaining healthy relationships with adults.
4. Peer pressure was seen as a large factor, particularly when it led to negative behavior.

In addition to the above issues, the staff considered the contention by the high school staff that ninth graders made many inappropriate decisions in course selection and were a major source of the discipline problems at the high school.

The guidance counselor noted that his contacts with eighth-grade students and their parents generally concerned issues that were consistent with the patterns identified in the survey. As student issues changed, so did the concerns of parents as their children progressed through junior high school. The bulk of the guidance counselor's conferences with students and parents involved relationship difficulties, decision-making relative to the high school, and social and academic difficulties. Most cases involved some form of personal management and decision making.

In summary, the needs assessment identified student-related problems in two categories: those of incoming students, and those that developed as students became older and approached high school. There were significant problems in both categories on which the staff's attention had never been focused.

OBJECTIVES OF THE PRACTICUM

By February, 1976, the group of sixteen homeroom teachers, one guidance counselor, and the practicum author had developed the following goals and objectives for implementation during the 1976-1977 school year:

Goal One: To have incoming seventh-grade students complete a smoother and more rapid transition to Parker Junior High School

Objective 1. Students will demonstrate fewer instances of confusion as evidenced by:

A. a 50 percent reduction in students lost, trying to find classes, as observed by teachers;

B. a 50 percent reduction in incidents of seventh-grade students hiding after failing to find a class;

C. a 40 percent reduction in student and/or parent conferences resulting from orientation problems;

D. student responses to direct questions on a follow-up questionnaire indicating less than 15 percent suffering confusion.

Objective 2. Fewer students will exhibit emotional problems during the first month of school tied to apprehension, confusion, and adjustment problems, as evidenced by:

A. a 50 percent reduction in truancy among new seventh graders;

B. a 30 percent reduction in referrals to the guidance office by teachers, students, or parents;

C. a minimum of 75 percent of the students will indicate only minor difficulties on a questionnaire segment designed to elicit a description of this period from a number of options.

Objective 3. There will be a 10 percent reduction in the number of academic warning notices administered to seventh graders halfway through the first quarter as compared to the previous year.

Objective 4. There will be a 30 percent reduction in the number of seventh graders receiving discipline reports during the first three months of school.

Objective 5. Students will demonstrate a sound and consistent understanding of school practices and policies by September 29, 1976, as

A. observed by homeroom teachers in review sessions;

B. evidenced by at least 90 percent of the students giving a positive response on a questionnaire segment designed to check their understanding.

Objective 6. Students will demonstrate more positive attitudes toward school as evidenced by:

A. teacher observation;

B. a 50 percent reduction in truancies;

C. a 10 percent increase in student participation in the optional and elective activities program;

D. a minimum of 70 percent of the students giving a positive response to questions designed to survey attitudes;

E. a minimum of 80 percent of the students indicating a positive response to questions from the National Study of School Evaluations questionnaire.

Objective 7. To clarify and reduce to writing all pertinent information about the school, including policies, practices and regulations.

Objective 8. To inform parents better about the school and improve their capacity to assist in the orientation of new students.

Goal Two: By the completion of the seventh grade, to have students demonstrate an improved capacity for better personal management and a sound process for decision making.

Objective 1. A minimum of 80 percent of the students will understand the valuing process as observed by teachers during activities designed for this purpose.

Objective 2. Students will exhibit an increased understanding of, and a more frequent usage of, conscious decision making in personal management:

A. as evidenced by a 40 percent reduction of discipline reports by March 1, compared to the previous year;

B. as observed by teachers during activities designed for that purpose, using the Argus Communication Kit;

C. as noted by the guidance counselor during contacts with students during the year;

D. as noted by homeroom teachers during review with students in choosing electives and activities.

Objective 3. Students will demonstrate an improved understanding of themselves for purposes of handling better peer, parent, and adult relationships:

A. as noted by teachers during activities devoted to each of these topics;

B. as observed by the guidance counselor in contrasting his appointment log with the previous year's entries;

C. as evidenced by a 10 percent reduction in cases that require the involvement of the assistant principal and center around relationship difficulties.

Research To Develop Strategy

The results of the needs assessment were reviewed carefully and contrasted with past practices of the school. It was agreed by the staff that previous attempts at working with students around orientation or personal issues had been casual, inconsistent, and without any form or direction.

Since the needs assessment had revealed problems in two separate areas, the planning of strategy was also divided into orientation issues and the later concerns of students.

An informal survey of surrounding communities revealed no orientation programs of particular merit, although several schools appeared to work harder than Parker to orient incoming students. The only literature of particular benefit was Homeroom Guidance Activities.[1] Support for the concept of homeroom organization and a greater appreciation for the potential of homeroom activities were gained from the study of this book.

The project group decided that a lack of consistent information about the school handicapped all segments of the school population and was a major cause of many of the problems. In addition, the school had underestimated the importance of transition and had always been quite passive about initiating any activities. Parents, students, and staff members had operated in a relative vacuum.

The strategy that was decided upon to reduce the orientation problems of students included several components:

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[1] Donald Peters, Homeroom Guidance Activities (New York: Richard Rosen Press, 1967).

1. Within the school there should be clarification and communication of all policies, rules, and practices to promote consistency of staff understanding.

2. As soon as possible there should be an aggressive effort to provide students and parents with comprehensive and accurate information about the school.

3. Programs and procedures should be developed and consistently presented to insure that all seventh-grade students become acclimated to the school and supported during the critical first month.

An early decision was made to utilize the existing homeroom organization as the primary vehicle for implementing any programs. Students had always been randomly assigned to homerooms at Parker and remained with the same teacher for both years. The major reason for continuing the homeroom structure was the desirability of having students remain with one teacher for both years, thereby providing greater opportunity for a closer and more sustained relationship. The school had always been organized by academic departments and the use of homerooms was an attempt to create a less fractured situation, to enable one teacher to monitor the overall progress of each student. When students travel to seven different teachers each day, there is considerable risk of isolation unless something is done to counteract it. Some time in homeroom had been available every day for years, but little had been done with the time except for routine school business and as a communications route. There were sixteen homerooms in the school with an average of slightly over thirty students in each room.

Developing a strategy to respond to the concerns that surfaced as students completed their junior high years proved to be a difficult task. The initial problem was to uncover a satisfactory approach for teachers to use in working with students. The staff consistently expressed a desire to be comfortable in broaching issues. Older teachers were quick to cite the poor results they had achieved with any type of lecture method in the past. Attempts to "discuss honesty" or "talk about friends" had always seemed artificial and very difficult to accomplish with junior high youngsters. The teachers felt that the typical classroom situation was not conducive to open conversations about relationships, grades, drinking, and so forth.

Several approaches were used to provide a basis for strategy decisions. Research of the literature uncovered a number of publications that proved to be useful, particularly the following:

1. Values Clarification by Simon, Howe & Kirschenbaum
2. Values and Teaching by Raths, Harmin and Simon
3. Meeting Yourself Halfway by Sidney Simon
4. Homeroom Guidance Activities by Donald L. Peters
5. Bread and Butterflies by Agency for Instructional Television
6. Making Sense of Our Lives by Argus Communications

Louis Raths and others provided a good deal of knowledge about affective education,[1] and the teacher's role was well-expressed by Michael Silver.[2] Increased understanding and the availability of a wide range of possible activities were important gains from reviewing Values Clarification by Simon, Howe, and Kirschenbaum.[1] In addition, extensive use was made of consultants. Each year the Town of Reading allocates thirty thousand dollars to the Eastern Middlesex Guidance Center, a regional organization serving several communities. The funding entitles the schools to consultation privileges as well as direct service. A subcommittee of three teachers and this author had two lengthy meetings with three Eastern Middlesex staff members reviewing all aspects of the project. Meetings were also conducted with Jo Ellen Sheffield, a program development specialist from the National Training Institute at Adelphi University.

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[1] Louis Raths, Merrill Harmin, and Sidney Simon, Values and Teaching (Columbus, Ohio: Merrill Publishing Co., 1966), p. 7.

[2] Michael Silver, Values Education (Washington, D.C.: National Education Association, 1976), p. 25.

The research and consultation steered the staff towards a process approach that would have teachers function as facilitators rather than as lecturers or information dispensers. The idea of having students actively involved in exploring issues and developing ways of responding became quite attractive to the staff.

The net result of the research, consultation, and staff discussion was a decision to pursue the value-clarifying approach as the central methodology. The main reasons for this choice were the following:

1. Values clarification provided a process approach calling for greater staff-student interaction and relied less on teacher lecture.
2. It held the promise of providing activities promoting student identification of concerns.
3. The changed role of the teacher, while difficult, responded to earlier-identified teacher concerns, such as discomfort with starting discussion and management of fairly large groups.

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[1] Sidney Simon, Leland Howe, and Howard Kirschenbaum, Values Clarification (New York, New York: Hart Publishing Co., 1972), p. 7.

4. It appeared to have greater promise because it was geared to increasing student awareness and student skills and was not limited to a topic coverage.
5. It was flexible and offered a way to approach the major concerns noted in the needs assessment.

Strong recommendations for staff training in using values-clarifying methodology had been made by all the consultants. The teachers were in support of the idea, and planning was started for the training sessions.

Procedures To Meet The Objectives

Considerable time was spent by the staff group deciding the procedures to be developed in pursuit of the objectives. Time was made available to the staff by scheduling early release days for students on a monthly basis. Students were dismissed at noon, and the project group spent the remainder of each day working on the program. Additional meetings were conducted after normal school hours on an average of once every other week.

Developing An Orientation Program

Goal One: *To have incoming seventh-grade students complete a smoother and more rapid transition to Parker Junior High School.*

A further review of the concerns of incoming students was the first step taken to plan the procedures for meeting goal one. As mentioned earlier in the report, the main strategy would be to develop a comprehensive orientation program for students and parents in order to meet the objectives under goal one.

In planning the orientation program, much time was spent reviewing the existing homeroom situation and carefully studying the rules, regulations, and practices of the school. As each item was considered, an attempt was made to develop as much staff consensus as possible in order to save time and avoid duplication of effort later on.

Many different ideas were considered for the orientation program before the group decided on the following procedures:

1. To Publish a Student Handbook

This was to be a published document containing as much essential information about the school as possible. Naturally, it would be for student reference, but it offered a number of other advantages as well. The creation of the book was to involve teachers, students, and parents. The plan was for the handbook to become a common reference for all groups. It would provide parents with extensive school information and provide teachers with a text base for early discussions with homeroom students in September.

Four teachers agreed to assume the bulk of the writing on their own time for five hundred dollars, and the printing department of the high school agreed to print and publish the handbook. The funding for this project was approved by the superintendent's office.

Discussions with homeroom students, the student council, teachers, and members of the parent-teachers organization provided direction for the writers. A schedule was devised with target dates, and a provision was made for review of drafted statements by all parties before going to press.

The handbook was completed in draft form by April, 1976, and presented to the staff for review. Relatively minor corrections and suggestions were incorporated, and the draft was then examined by the officers of the parent-teachers association. The P.T.A. officers were in support of the material, and the high school print shop took on the task of completing the project. The finished handbooks[1] were received before the end of the 1975-1976 school year, and a copy was given to each homeroom teacher for review over the summer.

2. A Presentation for Sixth Graders

The group decided to develop a program about life at Parker to be presented to all sixth graders at each of the five elementary schools during May. The primary goals were to introduce students to the school, provide early information to reduce concerns, and to develop positive attitudes toward the transition to junior high. The staff opted for developing a slide program showing the school through a new student's eyes, incorporating as much warmth and humor as possible. Two teachers, who run a creative activity period for students, volunteered to create the slide portion of the program with the aid of their group. The idea was to rely heavily on student input, creativity, and perspective.

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[1] Appendix N, p. 166.

3. An Evening for Sixth-Grade Parents

The guidance counselor and the practicum author took on the task of preparing a May presentation for the parents of sixth-grade students. The purpose was to respond to the identified weaknesses in parent information and involvement. By providing extensive information to parents about the operation of the school and, in particular, about items such as lockers, gym, homework, and grouping, we hoped to reduce confusion and cultivate parental assistance in the transition. It was decided to make transparencies on grouping, the seventh-grade course of study, and student schedules as basic information.[1]

Also planned was the showing to parents of many of the same slides that were made for the students so that there would be a larger base of common information.

General information sheets would be developed for parents, and these sheets, a question-and-answer period, and a tour of the school would constitute the evening.

It was considered very important to share the school's concerns about orientation with the parents and to enlist their aid. Parents would be continually invited to visit or call as a means of learning more about the school.

4. Tour of Parker

Sixth-grade students had always been given a tour of Parker during an afternoon in June, and a decision was made to continue it, with some changes. Previously, the program consisted of a walk around the building for students, directed by their next year's homeroom teacher. The walk was accompanied by the usual admonishments and directions for the beginning of school in September.

A few changes were incorporated based on the information from the needs assessment. The gym, practical arts, art, and music teachers were all to prepare a welcome and a brief orientation for students as they toured the building. A tour schedule was set up to avoid crowding, and teachers agreed to devise specific responses to concerns identified by sixth graders. This program[1] would be under the overall direction of the assistant principal.

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[1] Appendix D, pp. 63-66.

5. A Written Orientation Guide for Teachers

One of the by-products of our many meetings was the realization that many of the teacher-related items might need to be reduced to writing. Discussion resulted in a decision to go for more structure and program formality in order to promote building-wide consistency and to provide for anticipated changes in the teaching staff.

The idea was to develop a written guide for homeroom teachers to follow with seventh-grade students during the first two months or so of school.

Time was becoming a problem, and much work remained; therefore, several strategies were developed to complete the guide.

A proposal to employ two teachers during the following summer to work on the homeroom program had been approved by the superintendent. The staff agreed that a substantial amount of preliminary work needed to be completed beforehand and that summer work should be devoted primarily to the organization and publishing of material.

The first step was to identify those items to be included in the guide and develop consensus on the content. Volunteer teachers then agreed to take on the writing of each of the following:

a. A description of the role of the homeroom teacher.

   In addition to being a policy statement for teachers and students, the creation of this was seen as the catalyst for identifying differences and arriving at a number of agreements. This task was regarded by teachers as a very important starting point.

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[1] Appendix E, p. 67.

Developing A Homeroom Guidance Program

Goal Two: *To have students demonstrate by the end of the seventh grade an improved capacity for better personal management and a sound process for decision making.*

Goal Two encompassed the staff's attempt to respond to the problems evidenced by students during their junior high school years. Research, consultation, and deliberation by the staff had resulted in the adoption of a process approach. The plan was to use the process of values clarification developed by Dr. Sidney Simon as the primary methodology. The following specific strategies for achieving the objectives of goal two were developed with assistance from staff members of the Eastern Middlesex Guidance Center.

Developing Student Understanding of the Valuing Process

The first step was to plan an in-service program for teachers. Their only knowledge of values clarification had been gained through reading literature, surveying commercial materials, and discussion with the various consultants.

No one on the staff had had any actual experience in employing the techniques, and the teachers professed to have little understanding of the mechanics.

Kenneth Rosenthal, Esther Weisman, and Richard Price of the Eastern Middlesex Guidance Center agreed to conduct the training workshop after a meeting with the Parker staff to clarify objectives. The agenda for the workshop was developed by a group process under the leadership of the Eastern Middlesex staff, and the result was as follows:

Title: Communications and Values Clarification

Goals: To help teachers:

1. facilitate student exploration and assessment of personal attitudes, attributes, and interests;
2. facilitate awareness of factors influencing values;
3. deal with "student-centered" concerns:
    a. Identity (Who am I?)
    b. Power (How do I get others to like me?)
    c. Connectedness (Do others have the same feelings that I have?)
4. "problem solve" with students on classroom and life issues;
5. by reinforcing and enhancing teacher counseling and classroom management skills.

Specific Skills:

1. The Values Clarifying Method:
    a. the clarifying response;
    b. the value sheet;
    c. other methods - role playing.
2. Use of Simulation and Games to Explore Human Concerns.
3. Classroom Process/Awareness and Leadership.
4. Teacher Effective Training Skills.

The workshop was conducted during the spring of 1976 and required one all-day session plus three shorter sessions of one and one-half hours each. As teachers became more knowledgeable about the process, there was a general decline in reticence. Approximately half the group displayed real enthusiasm for the method. There was no staff objection to the plans that were being made, although two teachers were skeptical of student reaction and preferred to reserve judgement until they worked with students. No attempt was made to equalize teacher opinion, since all agreed to give the final program their support during implementation.

The second major procedure to meet objective one was to survey available instructional materials and make purchasing decisions before the staff left for the summer. With assistance from the building media specialist and the guidance counselor, teacher volunteers reviewed books, kits of materials, and audio-visual programs devoted to affective education, with a focus on values clarification. Recommendations were made to the staff, and further discussion resulted in a decision to purchase the following materials:

Print:

Values Clarification, A Learning Process - Paulist Press

Values Clarification Through Writing - Hart Publishing

Getting It Together, Dilemmas For The Classroom - Pennant Press

Values Education - National Education Association Press

Becoming Aware of Values - Pennant Press

If You Really Knew Me Would You Still Like Me? - Argus Communications

Beginning Values Clarification - Pennant Press

Clarifying Values Through Subject Matter - Winston Press

Filmstrips:

"Taking Criticism," "Making Decisions," "Facing Disappointments," and "Taking on Responsibility" from Guidance Associates

"Should You Feel Inferior" and "Building Self-Confidence" from Popular Science

Kits:

Just For Teens, United Learning, Niles, Illinois.

Friendship-Caught In The Middle, Deal With Authority, and Who Comes First - You Or The Group ?, Guidance Associates, New York, New York.

Understanding Values, Eyegate, Jamaica, New York.

Truth and Consequences, Argus Communications,Niles, Ill..

Study Prints :

Lifeline, Argus Communications, Niles, Illinois.

Several issues had come to the forefront during the staff workshop and the subsequent review of commercial materials. First was the concern about being able to create a classroom atmosphere and relationship conducive to working comfortably with students. The consultants had frequently emphasized the need for a warm and trusting relationship between homeroom teachers and their students. Mention was made of the need for teachers to be more open and accepting of students and to see their role as that of facilitator rather than mentor.

A suggestion was made and accepted to have the teachers who worked during the summer develop, from available sources, activities designed to promote an increased knowledge of students and the desired atmosphere and relationships. Suggestions were made relative to specific activities that had been identified during the study of materials.

The second issue involved the development of specific units to be included in the program. The staff had an awareness of student concerns, and an approach had been determined. Concern existed over the absence of structure or focus in employing the valuing process. Previous experience in discussing school rules and regulations had clearly demonstrated the problems that resulted when there were no written understandings or guidelines among teachers.

A decision to develop a structured format was followed by the identification of specific content units that responded to the student problems identified in the needs assessment. The units to be developed included:

1. Decision Making
2. Consequences
3. Frustration
4. Peer Relationships
5. Parent-Child Relationships
6. Adult-Child Relationships
7. Study Habits
8. Dealing With Change

A decision was made not to develop units on drugs, alcohol, and tobacco, since the science department was in the process of doing that. There was, however, a commitment to use the valuing process and respond to those issues if and when they surfaced during homeroom sessions.

The idea was to use the strategy of values clarification as the approach to each of the units. Teachers were concerned about the amount of time required for preparation and expressed a desire for fairly comprehensive presentations of each unit to include materials, directions, and any support information necessary. The task of developing the units was assigned to the teachers who would work during the summer.

Developing Improved Decision Making and Personal Understanding

Objectives two and three would be pursued by implementing the strategies and units designed as part of the homeroom program. Coupled with intensive orientation and the close supervision of homeroom teachers, the homeroom program was designed to have students focus on developing skills and attitudes during their seventh-grade year that were seen as necessary for successful personal management and transition to high school.

The two teachers employed during the summer worked a total of seventy hours each under the direction of the practicum author. The work completed during the summer consisted of the following:

1. All material to be used by homeroom teachers during September and October for orientation purposes was completed and organized. The materials included role definitions, guide sheets for teachers, program chronology, and a compilation of all school regulations, plus autobiographical questionnaires for students.[1]

2. General instruction sheets and activities were developed to be used by teachers during the instruction period on the valuing process.[2]

3. Teaching packages for each of the content units (see page 31) were developed. Each unit contained a teacher's resource booklet and a presentation of sample activities. Research was conducted on all available instruction material, and references with suggestions were made to assist teachers.[3]

4. Planning was completed for an orientation workshop for teachers before the opening of school.

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[1] Appendix F, p. 68.

[2] Appendix G, p. 86.

[3] Appendix H, pp. 101-154.

A final review of all materials was made by Jo Ellen Sheffield of the National Training Institute at Adelphi University. Aside from a few suggestions on methodology, she was in support of all that had been done and expressed a very positive opinion of the program's potential.

All material developed for the homeroom program was printed and mailed to teachers three weeks prior to the opening of school. The packages were accompanied by a cover letter explaining the contents and describing the workshop that was scheduled to be held the day before school officially opened. This was done to provide ample time for teachers to read all the material and prepare for the workshop.

All teachers in the Reading school system are scheduled to work for two days immediately preceding the opening of school. The second day was allocated to a complete presentation of the homeroom program. The session was divided into two segments. All staff members, not just homeroom teachers, were required to attend. It was desired that all teachers on the staff become familiar with the program.

During the morning the teacher's packet and all written materials were thoroughly reviewed. Instructions were given on organization, sequence, and implementation of the program. Teachers were free to question at will and were well versed by the end of the presentation.

The afternoon was devoted to a presentation of several of the activities associated with the values segment. Review instruction was provided. Teachers then participated in two of the activities--the "Public Interview" and the "Values Continuum." These were carried out to enable the two teacher leaders to model the teacher's role and demonstrate suggested ways of leading and facilitating. The program was successful in that people felt quite well prepared, and much enthusiasm was evident.

Orientation

The homeroom guidance program was implemented during 1976 and 1977. The orientation segment began with the students as sixth graders during May, 1976, and continued with their arrival as seventh graders the following September. The major activities of the orientation program were conducted as follows:

1. The slide program was presented in May at each of the five elementary schools. Two members of the Parker Student Council who had previously attended that particular school accompanied the guidance counselor and this author. Slides were presented attempting to use humor in depicting a student's view of things such as traffic patterns, lockers, gym, lunches, classes, and special areas. Pictures of their special helpers (counselors, assistant principal, secretary, and so forth) were shown, followed by an extensive question-and-answer period. The accompanying students made some introductory remarks and responded to the bulk of the questions, receiving some assistance when necessary.

   Each program ran smoothly and appeared to be successful. Follow-up feedback from sixth-grade teachers after discussion with their students was very positive.

2. The evening program for the parents of sixth-grade students was held in late May at our school auditorium. The program was received well by the approximately 125 parents who attended.

   We repeated the slides and then used a series of transparencies to review grouping organization, course requirements, and student schedules.[1] General information was offered and followed by a lively question-and-answer period. Particular attention was paid to the upcoming handbook and ways that parents could be of assistance.

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[1] Appendix D, pp. 63-66.

3. During the second week in June all sixth-grade students were brought to Parker at 1:00 p.m. for a general orientation and tour of the school. Regular students were dismissed early, and we gathered the sixth graders into their new homerooms. After general instructions, they toured the school and were given an opportunity to meet and question teachers in the specialty areas of industrial arts, home economics, art, music, and gym. Each group finished in its assigned homeroom and was provided instructions[1] for reporting the first day of school.

4. The formal orientation of new seventh-grade students under their homeroom teachers began the first day of school in September. Classes were delayed for two hours, and teachers began the program following the specific directions and chronology from their packets. Two periods per week were provided for the first five weeks of school by delaying the start of the school Activities Program, which is a variety of clubs, enrichment, and remedial activities divorced from the regular curriculum. This was in addition to the one period per week regularly scheduled for homeroom activity.

The homeroom teachers carefully followed the teacher guidelines that had been prepared and reported no difficulty of any consequence.

Each student was presented with a handbook on the first day of school and urged to keep it handy during the first two months. The handbook was used extensively, and students were instructed from the beginning to encourage their parents to become equally familiar with the contents.

Two meetings were held with the teachers during September to check on progress with the orientation phase, and by the end of September all teachers were reporting a greater degree of progress than had been expected. Also noted was a general absence

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[1] Appendix I, p. 156.

Review of Progress

Monitoring by the assistant principal and the guidance counselor of the homerooms assigned to each and subsequent progress meetings started to bring things together by midyear. As expected, there was a range of teacher reaction running from high enthusiasm and satisfaction to reticence and mild discomfort. The practicum author's observation was that teacher reactions tended to replicate individual teacher attitudes during the training workshops. In other words, those who approached the program with less than enthusiasm tended to report similar reactions later on.

A staff member from Eastern Middlesex was brought in during late January to review progress, provide criticism, and act as a consultant in response to teacher problems or concerns. She attended the second of two meetings devoted to a group discussion of successes, problems, and questions. These were especially helpful since several areas of confusion surfaced as well as some philosophical questions regarding the teacher's role. The non-directive, facilitative role provoked a [illegible]od deal of discussion and highlighted the difficulty teachers have in changing from the more traditional methodology used in the classroom.

None of the difficulties noted proved to be a major stumbling block, but it was essential that these areas receive attention and support from either peers or the consultant in the form of suggestions and encouragement.

Progress continued to be evident, and one additional adjustment was made early in February. Materials of all types associated with the program were catalogued into the school media of difficulty or confusion during implementation. Although more formal evaluation will be provided later in this report, it should be noted that the planning and formal structure of the program promoted a high level of ease and consistency throughout the building.

The orientation phase and all the activities closely related to it were expected to occupy most of the time spent in homerooms until after the Thanksgiving holidays, but all the teachers were satisfied that the program requirements were met by the end of October, 1976.

Homeroom Guidance Activities

Homeroom teachers began formal work in the affective area during November. Several activities, such as the Public Interview and the Autobiographical Questionnaire, had been carried out earlier to provide information about students and to assist in the development of relationships. Although a compendium of suggested activities and strategies was provided in the teacher's packet, there was greater latitude allowed for teacher decision making in this area.

A decision had been made to require homeroom teachers to complete a minimum of six of the nine units that had been developed, in the order that teachers deemed wisest. The reason for this decision was that several teachers had argued successfully for the idea of using units at times and in the order that seemed most appropriate as issues developed in individual homerooms. The reduction in structure and the increased teacher preparation time required for the guidance activities resulted in a more sporadic effort from room to room.

center, and the librarian, who had voluntarily attended all workshops and meetings, agreed to organize and prepare materials for specific activities as requested by teachers. This substantially reduced teacher preparation time, which was one of the areas of negative comment by teachers. The change was well received.

Student reaction tended to mirror teacher attitudes to some extent, although it took everyone time and patience to overcome what appeared to be general reticence. Teachers noted that many students were initially reluctant to participate in group discussions, and teachers frequently had to struggle to keep certain activities moving. With the assistance of the consultant, much of the student reticence was traced to student difficulty in discussing issues not usually addressed in school with classmates and adjusting to the changed role of the teacher. Most teachers were able to work effectively on this concern by discussion with students and by conducting activities designed to promote increased student comfort.

Although teachers reported varied satisfaction with the different parts of the program, one central theme emerged. There was a marked increase in interaction among students and with the teachers. All reported an ability to address and discuss many adolescent and school issues to a degree far exceeding previous years. Evaluation of the long-term impact or success of this was, and is, extremely difficult, but all felt that this was a major positive characteristic of the program. Obviously, scheduled time in homerooms was being used more productively, and most teachers reported closer relationships with their students and a greater knowledge of each other as persons.

In March, 1977, a formal presentation was made to the Reading School Committee by this author and the two teachers who had worked during the summer. The committee received the program materials a week in advance and then heard a comprehensive progress report at their regular meeting. A fairly lengthy discussion and questioning period followed, after which the School Committee extended laudatory comments relative to the effort. The presentation was followed by letters of commendation from the superintendent of schools addressed to each of the individuals involved.

By the end of March most teachers reported completion of all activities associated with the homeroom program. The program was carried out as designed and consistently involved teachers, students, and parents in responding, in a large way, to the problems identified over a year earlier.

EVALUATION

Evaluation of the homeroom program was conducted by systematically assessing achievement of each objective under goals one and two.

Goal One: *To have incoming seventh-grade students complete a smoother and more rapid transition to Parker Junior High.*

Reducing Student Confusion

A. A meeting with teachers was held two weeks after the opening of school, and the staff reported a remarkable decrease in instances of lost students. Teacher assessment and administrative observation found that the reduction was substantially greater than 50 percent, with only a few isolated instances noted in which students required directions. The guided tours and the building diagrams in the new handbooks were seen as having much influence on the improvement. Objective 1 A was considered successfully achieved.

B. There were no reported cases of students missing a class or hiding as a result of being lost. This was a marked reduction that satisfied the objective, since there were eleven instances reported the previous year.

C. The guidance counselor reported a reduction of better than 60 percent in conferences with students or parents resulting from orientation problems. The following is from a report submitted by the guidance counselor in January, 1977:

> "The orientation program, handbook, and teacher emphasis contributed to an almost flawless beginning of the school year. I sensed a general feeling of confidence in the seventh graders that seemed to be lacking in previous years. There were fewer tears, fewer students visiting my office, or wanting to stay home due to apprehension, and substantially fewer calls from parents concerning their child's anxiety during the first month of school. Parents repeatedly commented during the year on how much benefit they had gained from the handbook."

D. A questionnaire[1] was administered to all seventh-grade students at the end of September. Two hundred and nineteen students anonymously responded to questions by homerooms. The following questions and responses provided feedback on objective 1 D:

Question 9. Do you now think you have a clear understanding of the rules of the school?

Yes - 213 No - 7

The response to question nine indicated that a vast majority of students believed that they understood clearly the rules of the school. Teacher observation confirmed that there was significant improvement in both staff and student understanding of school rules. The assumption that an increased and consistent understanding of rules and policies would reduce confusion was borne out by observation, in the opinion of teachers.

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[1] Appendix J, p. 158.

Question 10. Circle which of the following best describes your adjustment (getting used) to the school.

A. Smooth and easy - - - - - - - - - 112
B. Some small problems - - - - - - - 84
C. Difficult but getting better - 22
D. Difficult and still a problem - 1

The results showed slightly over 10 percent of the students noting "difficulty" and only one student indicating "no improvement" after three weeks of school. The results comfortably met the objective of less than 15 percent of the students expressing problems and also suggested that the orientation efforts were successful in rapidly reducing the difficulties of new students.

The results of items A through D indicated that the objective of reducing student confusion was satisfactorily achieved. No evidence surfaced to cause the staff to have any doubt relative to the finding.

Reducing Student Emotional Problems

A. No cases of truancy were reported for the first two months of school for any reason. Obviously, that fact more than exceeded the desired reduction of 50 percent.

B. As noted under objective 1 C, the guidance counselor reported better than a 60 percent reduction in referrals, which again satisfied the objective beyond expectations.

C. Only 10 percent of the students described their adjustment as "difficult" on the questionnaire. The objective of having a minimum of 75 percent of the students indicate only minor difficulties or less was achieved.

Reducing Students' Academic Difficulties

When academic warning notices were issued, a comparison with the previous year's total showed a 7 percent increase rather than the desired decrease. Although no satisfactory statistical significance could be attached to the results regardless of outcome, the comparison was conducted to check for any large change. The population was different from year to year in the two samples, which did not allow for any safe conclusions. During staff review of the results, it was noted that there had been substantial administrative urging to raise the academic standards that year, which may have been a factor. In September a formal review of report card grades administered the previous year had taken place. While no resolution occurred, there had been extensive discussion about the so-called grade inflation the past few years. The desired outcome was not evident, but the staff did not feel that it indicated any significant weakness in the orientation program, nor did students display any pattern of difficulty relating to adjustment.

Reducing Student Discipline Problems

Discipline reports[1] for more serious offenses are issued to students by teachers and sent to the assistant principal. The previous year thirteen reports were issued to seventh-grade students during the first eight weeks of school. During the comparable period in 1976 only four were issued, in both cases for fighting. This was regarded as significant and exceeded the objective's criteria for successful achievement.

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[1] Appendix K, p. 161.

Developing Student Understanding of School Practices and Policies

This objective was regarded as achieved satisfactorily by September twenty-ninth for two reasons:

1. Homeroom teachers reported a consistent and solid response from their students during classroom sessions conducted to review their level of understanding.
2. As noted in objective 1D, 213 students out of 220 felt they had a clear understanding of school rules, according to the questionnaire.

More positive attitudes of students towards school were assumed by teachers, primarily because there were noticeably fewer instances of negative expressions by students. As previously mentioned, there was a 100 percent reduction in truancies and a very satisfactory response on the questionnaire. No problem of any significance was identified by teacher observation or by the questionnaire.

As further evidence a 10 percent increase was sought in seventh-grade participation in the school's voluntary and elective activities program. Offered two periods a week, this is a variety of clubs and enrichment, remedial, and specialty activities in which students may participate. Those who choose not to become involved may take study periods. Last year twenty-nine seventh-grade students were in study, whereas this year only six students chose not to participate. The desired improvement was exceeded. While it could not stand by itself as the basis of evaluation, it was cited as indicative of the more positive attitudes that were sought.

The Student Opinion Inventory published by the National Study of School Evaluation[1] was administered to all seventh-grade students in the spring. A number of subscale options were used to help provide feedback from our students. The key for interpreting results was as follows:

5 = Very favorable
4 = Favorable
3 = Neutral
2 = Unfavorable
1 = Very unfavorable

Student attitudes towards the school and degree of satisfaction were explored within the category entitled "Student-School Image." On a scale of one to five, the subscale mean was 4.12, indicating a highly favorable value expressed by students.

The results of the questionnaire exceeded expectations and helped to support and affirm the other aspects of the evaluation that indicated a positive return from the orientation efforts.

The summary assessment of the orientation phase of the homeroom indicated very satisfactory results. The positive reports and data signified the achievement of all but one of the objectives under goal one. In addition, a number of side effects were noted that were considered beneficial. These included:

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[1] Appendix L, p. 162.

1. The homeroom organization became a more utilitarian, effective and important aspect of the total school effort.

2. Time was more effectively used in homerooms.

3. The role of the homeroom teacher became clearer and was more consistently carried out.

4. Students' involvement with and reliance upon their homeroom teachers were increased significantly. For example, question 8 on the seventh-grade questionnaire asked, "Which of the following has helped you become adjusted to (get used to) Parker? Circle all that helped."

   "a. Handbook
   "b. Homeroom Teacher
   "c. Fellow students
   "d. Parents
   "e. Other ______________"

   Seventy-nine percent identified their homeroom teachers.[1]

5. The impact of the orientation effort was felt throughout the building in terms of the rapidity and consistency of students' becoming acclimated. Subject area teachers, department heads, and the assistant principal all noted that there was a smoothness and ease of operation that exceeded previous years. Fewer issues developed between teachers or between teachers and the office over interpretation of rules, as one important example.

In summary, goal one was regarded as satisfactorily achieved. A well-organized and comprehensive orientation is in effect, and it has been of benefit to students, parents, teachers, and the administration.

Goal Two: *To have students, by the completion of the seventh grade, demonstrate an improved capacity for better personal management and a sound process for decision making.*

Goal two and the accompanying objectives represented the focus of the second phase of the homeroom program. It was the part of the program that included our first organized and formal effort in affective education on a school-wide basis. It was also the most difficult aspect of the homeroom program to design, implement, and evaluate. It was difficult primarily because it was less tangible and involved activities where the staff had limited training or experience.

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[1] Appendix J, p. 159.

Many of the evaluation activities involved subjective assessment, although steps were taken to promote a focused and accurate assessment. To augment the staff's evaluation, two external evaluations were conducted and are referenced later in the text.

Developing Student Understanding of the Valuing Process

Thorough instruction of students was conducted on the process of values clarification. Specific instruction sheets[1] contained in the teacher's packets were used, as well as different activities developed by Sidney Simon.[2] Most of the activities were referenced in the Homeroom Teachers Guide. Of interest to this observer were the bulletin boards devoted to the valuing process that appeared, unsolicited, all over the school.

On February 9, 1977, a meeting was held with teachers to review progress and begin the evaluation of the program's second phase. Teachers reported that better than 80 percent of the students gave evidence of understanding the valuing process. The primary vehicle used to ascertain the level and degree of student understanding was the guide sheet entitled "Value Acquisition."[1] The questions from the guide sheet were used by teachers to survey their homerooms during the instruction period. All teachers reported more than 75 percent of their homeroom students demonstrated a satisfactory level of understanding. More than half the teachers claimed that upwards of 90 percent of their students understood the process.

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[1] Appendix G, p. 88.

[2] Sidney Simon, Leland Howe, and Howard Kirschenbaum, Values Clarification (La Mesa, California: Pennant Press, 1972), pp. 59-92.

Although it was generally felt that objective one was met, there was a realization that assessment of this phase of the program, in terms of long-term student impact, would be extremely limited. Discussion with consultants reaffirmed that view. They noted that counselors and people working in affective education may not see results for several years or, in fact, may never know if their efforts have succeeded. Throughout the evaluation an effort was made to identify indicators of success rather than evidence of significant behavioral change. Certainly, objective one exemplified that approach.

Developing Student Understanding and Use of Decision Making

The assessment of objective two included the following:

A. There were twenty-three discipline reports issued to seventh-grade students by March first, compared to thirty-nine issued the previous year by that date. This slightly exceeded the 40 percent reduction that was sought and marked a significant drop in the number of more serious displays of undesirable behavior.

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[1] Appendix G, p. 97.

B. Teachers found that students gradually became more knowledgeable and skilled in decision-making processes. Several activities from the Argus Communications kit, Making Sense of Our Lives, were used, with special scrutiny paid to activities entitled, "Did I Do Wrong" and "There Are Rules and There Are Rules."[1] Students demonstrated to teachers a satisfactory proficiency once they had a series of exposures to the decision-making process. It should be noted that student performance was termed satisfactory on structured activities devoted to decision making, not based on elaborate or scientific study of the student body. The purpose was to introduce students to decision-making skills and to improve their understanding of those skills.

C. The guidance counselor did not find frequent examples of students employing a formal process on their own, but he did note an advantage in that he was able to guide students through a decision-making process with relative ease during counseling sessions. The training and experience that students had gained through the homeroom activities enabled him to employ decision-making techniques more frequently and effectively than in previous years.

D. Homeroom teachers found students more frequently considering factors such as alternatives and consequences when choosing electives. Teachers generally agreed that there was definite evidence of more conscious and more valid decision making on the part of students. We were not able to identify the degree of change but felt satisfied that there was change that represented improvement.

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[1] Appendix H, p. 110.

Promoting Improved Personal Understanding Among Students

A. In assessing objective three, the staff reviewed their experiences in taking students through the teaching units on peer and adult relationships.[1] Evidences of increased understanding of and sensitivity to relationships were amply provided by students during class and private discussions. Teachers noted many examples but stated that they could not assess impact under other circumstances. Stated another way, students displayed an increased understanding during the guided activities, but teachers were hesitant to make any judgements about their students beyond this scope.

B. As noted earlier in this report, the guidance counselor noted a significant decrease in the number of cases he logged during the year. More important, he found students more knowledgeable and better able to communicate about relationships with peers and adults. He felt that many of his contacts with students were more productive due to the activities carried on in the homerooms.

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[1] Appendix H, p. 119.

C. The assessment plan was to cite a 10 percent reduction in the number of cases handled by the assistant principal that centered on relationship difficulties. Due to the absence of comparative data from the previous school year (inadvertently discarded), he was able only to offer subjective judgement. He felt there had been a reduction in the number of cases but was unable to base his judgement on statistical data.

The summary assessment of goal two provided the staff with assurance that the goal and most of the objectives had been met. No findings surfaced to promote any form of a negative evaluation. The uncertainty as to the long-term impact on students caused some staff discomfort, but plans have been discussed to conduct a follow-up study in two years with the cooperation of the high school staff.

In an attempt to assess the quality of the program itself, two external consultants were consulted on separate occasions. The lack of staff experience in affective education caused some concern as to the appropriateness of the approach that was selected. There was also uncertainty as to the quality of material, written units, and the methodology used by teachers.

Richard Price of the Eastern Middlesex Guidance Center had been one of the original consultants during the planning stage of the program but had not had any further contact, nor had he seen the written program. He and another staff member at Eastern Middlesex read the formal program and then met in late March with this author and the two teachers who had done the bulk of the writing. Their view was positive relative to the design of the program. The amount of structure, martialing of resources, and directions for teachers all received positive comment. In the course of the review a number of particular items or statements were identified by Mr. Price as either sexist or counterproductive to the facilitative role of the teacher. These were noted for later correction. In summary, the review by Mr. Price included agreement and support for the written program with some corrective suggestions on very detailed items only.

The other external evaluator was Mr. Steve Gerard, Technical Assistance Consultant from the National Training Institute at Adelphi University. Mr. Gerard works as a program consultant for schools throughout New England and New York.

On March eleventh Mr. Gerard spent a day in the school. Although this was his first contact with Parker, he had previously read all written materials; therefore, he was somewhat familiar with the effort. He spent the school day observing two homeroom classes and meeting informally with teachers to discuss program progress and concerns. He had ample opportunity to question teachers and explore developments to date.

At the close of the school day a meeting was held to review his impressions, which were as follows:

1. The program had more structure and was more concrete than any others he had reviewed in the six-state region that he services. In fact, he felt it had merit as a model program and requested permission to refer other constituents to it.

2. He was in accord with the scope and sequence of the program.

3. He suggested further work be done to case pupil and teacher adjustment to the changed teacher role that takes place in the homeroom program. He noted that the shift from "pure teacher" to facilitator required attention.

4. He believed the staff had done well and had displayed a strong effort in carrying out the program, especially considering that he believed there had been insufficient training.

5. He made suggestions for further staff training with Sidney Simon at the University of Massachusetts. He promised to inform the school of workshops to be conducted during the following year that were devoted to training in values clarification.

6. His comments on the two classes he observed were positive, with the notation that he felt there was a need for additional training and experience. He was impressed with the relationship he observed between teachers and students.

7. He was complimentary of the attitudes displayed by the staff during the course of his visit and supported strongly the philosophical approach of the program. He stated that the teachers appeared sincere and conscientious in implementing the program.

8. Mr. Gerard reviewed the support materials--filmstrips, posters, cards, and so forth--and found them satisfactory and supportive of the program.

9. In summary, he felt the staff was faithfully executing the design of the program and was consistent in pursuit of the objectives. He shared some of our frustration in trying to evaluate a program of this type but expressed the opinion that it was quite typical. Mr. Gerard complimented the amount of effort that had been expended by the staff.

Subsequent comment was offered by Mr. Gerard in a follow-up letter to his visit that reinforced many of the comments he had made to the staff earlier.[1]

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[1] Appendix M, p. 164.

INSTITUTIONALIZATION OF THE OUTCOME

The success of the homeroom program during the first year of implementation has resulted in a firm decision to continue it for the next school year. The staff expects to reap the benefit of experience and anticipates improvement, particularly in their methodology.

Acting upon the recommendation of Mr. Gerard, an in-service training program has been planned for the staff on the topic of "Moral Education." The theory and activities program developed by Kohlberg[1] will be presented during a series of workshops. Mrs. Margo Vangelli, clinical psychologist, will conduct the workshop.

The other junior high school in Reading has been presented with a complete set of all materials associated with the homeroom program and will undertake program development during the 1977-1978 school year.

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[1] Edwin Fenton, Teacher Training in Values Education: A Workshop (New York, New York: Guidance Associates, 1976), p. 3.

CONCLUSION

In summary, the homeroom program has rather quickly become an integral part of Parker Junior High's response to the students and parents in Reading. The major factor that contributed to the successful development of the program at Parker Junior High School was the high level of staff morale. The dedication, enthusiasm, and cooperation of the teachers were evident throughout the process. Large amounts of time and energy were expended, and teachers were frequently willing to take personal risks in situations that were not always comfortable.

We are proud of the homeroom program. Some of that pride is attributable to the creation of a quality program not usually found in schools, but a greater sense of pride is generated by knowing that the effort was an expression of the high level of caring and concern that exists for our students.

Seventh Grade Survey

September, 1975

To Students:

We are studying the problems that seventh grade students have when they first come to Parker. Please answer each question as carefully and honestly as you can. The information you give will help us to plan ways to make the change to Parker easier for others.

1. When you were a sixth grade student, what did you worry about the most when you thought of coming to Parker?

Circle the items that you worried about most.

A. Changing classes

B. Homework

C. Walking to school

D. School Rules

E. Grades

F. Lockers

G. Gym

H. Showers

I. Getting along with teachers

J. Getting along with kids

K. Passes

L. Getting lost in school

M. Being on time

N. Eighth Graders

O. ____________________
(other)

2. Circle the items that bothered you the most during your first two weeks at Parker.

Circle the items that you worried about most.

A. Changing classes

B. Homework

C. Walking to school

D. School Rules

E. Grades

F. Lockers

G. Gym

H. Showers

I. Getting along with teachers

J. Getting along with kids

K. Passes

L. Getting lost in school

M. Being on time

N. Eighth Graders

O. ______________________
(other)

Sixth Grade Survey

November, 1975

To Students:

We are interested in making it as easy as possible for you to transfer to Parker Junior High next year. In order to help you, we need to know what things worry you when you think about going to Parker.

Circle any items that you have any worries about for next year.

1. Homework
2. Grades
3. Getting lost
4. Friends
5. Eighth graders
6. School Rules
7. Gym Suits
8. Showers
9. Lockers
10. Passes
11. Getting along with teachers
12. Being late
13. Walking to school
14. Lunch
15. New Subjects
16. Getting along with kids
17. ____________________ (other)
18. ____________________ (other)

Walter S. Parker Junior High School

Student Survey

December, 1975

Please answer each question truthfully. No names are to be on any paper and the results will be used to help plan ways for the school to assist students.

Circle the correct answer.

1. Have you ever been tardy to school without a legitimate excuse? Yes No
2. Have you ever been truant from school? Yes No
3. Have you had a behavior problem in school within the past two years? Yes No
4. Have you had a fairly serious problem with any of your teachers within the past two years? Yes No
5. Have you stolen anything either in or out of school? Yes No
6. Have you tried smoking a cigarette? Yes No
7. If so, how often? ________
8. Have you experimented with alchohol? Yes No
9. If so, how often? ________
10. Have you ever purposely damaged property that did not belong to you? Yes No
11. Have you ever been talked into doing something wrong by any of your friends? Yes No
12. Have you experimented with any drugs? Yes No
13. If so, how often? ________

Walter S. Parker Junior High School
Student Survey

14. Do you have serious disagreements with your parents?

Yes No

15. If so, how often? ________

16. Do you think your friends help you to be a better person?

Yes No

17. Which word best describes your behavior in school?

Excellent

Good

Fair

Poor

Parent Information Night

May 12, 1977

1. Introduction

2. Homeroom Organization

   a. Handbook
   b. Formal Program

3. Survival Issues

   a. Locations
   b. Lockers
   c. Gym
   d. Time - Schedule

4. Course of Study

5. Grouping

6. Marking

7. Activities

8. Questions

Grouping

Students are grouped in three broad levels based primarily on teacher recommendations.

Level I = 3 classes considered equal

- above average
- 70 - 90 students

Level II = 3 or 4 classes considered equal

- broad range of average
- 75 - 110 students

Level III = 3 classes considered equal

- low average to our slowest students
- 50 - 75 students

Note

Once assigned to a level students remain in that level for all academic classes. A level check or request for change may be initiated by a parent, student or staff member.

Teachers are formed into teams of 4 and assigned identical classes for purposes of coordination and communication.

Activity Program

Students may elect to spend two periods per week in the activity of their choice. In many cases choices may be made twice a year.

Some of the activities offered this year included:

Office Assistants
Band
Coin Club
Credo Club
Math Games
Backgammon
Librarians
Engineers
Pulse
Algebra Workshop
Modeler Club
Girl's Gym
Chess
Art
Patchorama
Native Woodworking
Travel Club
Geology
Newspaper
Drama
Remedial Grammar
Native Craft
Engineers
Creative Writing
Kit and Mix
Study

7th Grade Program

Subject	Periods per week
English	5
Math	5
Science	5
Social Studies	5
Gym	3
Art	2
Music	2
Practical Arts*	2
Activity	2
Homeroom and/or Assembly	2
Reading	1
Study	1

6th Grade Orientation Program

June 8, 1976

1:00 P.M.

Location: Auditorium

On Stage: Mr. Delaney

7th Grade Homeroom Teachers:

104	Miss Zona	205	Mr. Anderson
105	Mrs. Jordan	207	Mrs. Brogna
202	Mr. McHugh	305	Mrs. White
204	Mr. Tyburc	307	Mr. Copithorne

Format:

1. Welcome - Mr. Delaney
   Introduction of Homeroom Teachers
2. Two-Phase Orientation of the 7th Grade
   - a. Homeroom Teacher Orientation (15)
   - b. Tour of Building (15)
3. Tour Stations
   - a. Main Office, Metal and Wood Shop, Gym, Library and Resource Center, Cooking and Clothing areas, Art, Music, and Cafeteria.
4. Sequence
   - a. 1st Tour (15)
     Miss Zona, Mrs. Jordan, Mr. McHugh, Mr. Tyburc
   - b. Homeroom Orientation (15)
   - c. 1st Homeroom Orientation
     Mr. Copithorne, Mrs. Brogna, Mrs. White, Mr. Anderson
   - d. 2nd Tour

Flow Chart for Tour of Building

1st Tour	Miss Zona	Mrs. Jordan	Mr. McHugh	Mr. Tyburc
2nd Tour	Mr. Copithorne	Mrs. Brogna	Mrs. White	Mr. Anderson
Stations	Temple Street	Temple Street	King Street	King Street
	Gym Offices Music Room Metal Shop Wood Shop Library and Resource Center Clothing Cooking Cafeteria Art	Music Room Metal Shop Wood Shop Gym Offices Library and Resource Center Art Cafeteria Clothing Cooking	Art Cafeteria Cooking Clothing Library and Resource Center Gym Offices Wood Shop Metal Shop Music	Clothing Cooking Cafeteria Art Gym Wood Shop Metal Shop Music Offices Library and Resource Center

APPENDIX F

Homeroom Teacher's Orientation Guide

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS.

HOMEROOM PROGRAM: A CHRONOLOGY

Because of the necessary orientation of all students at the beginning of the year and of the fact that students are encountering aspects of the school for the first time during the first half of the year, it is expected that the hoomeroom program will be fairly consistent among all seventh grade homerooms through the first semester.

On the first day of school, all homeroom teachers will cover specific handbook items before the first class begins (see First Day Orientation sheet). Included will be those things students need to survive the first days of school.

During the following homeroom period, another group of items should be covered, using the handbook as a guide (see Guidesheet ... on Use of Handbook).

Topics which require more time to explain and discuss (honor rool, rules, homeroom teacher's role, homeroom student's role, make-up work) should be done as soon as time is available in homeroom. (3rd and 4th homeroom periods.) An autobiographical questionnaire is provided which homeroom teachers may want to have students fill out. This will serve as a source of information for the teacher.

From then on to the end of the first half of the year, items which correspond to certain calendar events will be dealt with at the appropriate times. For example: Student Government should be explained during the 3rd week in September when students are taking part in elections. During the food collection for the Home for Little Wanderers is a good time to discuss consideration of others. (see Guidesheet for . . . Handbook)

By the end of the first half year, all of the items mentioned on the Handbook Guidesheet should be covered by all homerooms. If time allows, material on adolescent issues can be used.

During the senond half of the year, at least six of the nine adolescent issues should be dealt with. The sequence of these issues is arbitrary. As a loose guide, it is estimated that each one would be covered within three weeks. Note: It is felt that the process of acquiring values is dependent upon the students' awareness and understanding of consequences. Therefore, it is suggested that this issue be dealt with first.)

The six issues of priority are:

Consequences
Decision making
Peer relationships
Parent-child relationships
Adult-child relationships
Frustration

If time allows, there is also material on these items:

Money
Dealing with change

HOMEROOM PROGRAM: A CHRONOLOGY (continued)

It is advisable that teachers read through all the material so they can get a clear idea of the range of activities that are available. They can then use the materials in the way that would be most appropriate for their own homerooms.

Many of the activities or strategies are equally effective when used with students individually, or in small groups, or with a whole class. This is left to the discretion of each teacher. Also, each teacher will have to decide how much time to spend on each activity or topic, depending on the needs and interests of his students.

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

OUTLINE: PARKER JUNIOR HIGH SCHOOL HOMEROOM PROGRAM

A. Investigation of In-house Resources

  1. Summaries of pertinent resources; texts, A/V materials
  2. Categorization of material where applicable to topic areas

B. Preparation of Individual Teacher Kits

  1. Homeroom Teacher's Package
     a. Role of Homeroom Teacher
     b. Role of Homeroom Student
     c. Chronology of entire program
     d. Process by which values are acquired
     e. Value Clarifying Responses; explanation and technique
     f. General strategies for presenting Values Clarification
  2. Orientation Package
     a. Student autobiographical questionnaire
     b. Basic school rules and procedures
     c. Sequencing guide for presenting the Student Handbook
  3. Value Area Folders (each with pertinent resources, strategies, Covering explanation for teachers)
     a. Decision Making
     b. Consequences
     c. Frustration
     d. Peer Relationships
     e. Parent-Child Relationships
     f. Adult-Child Relationships
     g. Study Habits
     h. Dealing with Change
     i. Money

The Role of the Home Room Teacher

Narrowly defined, our role is two-fold. For approximately the first half of the seventh grade year we are the disseminators of information. We explain the rules and regulations of our school, and make the kids aware of the values held by the school and the faculty as a group. Most of our attempts at this stage are concerned with having "them" join "us". We can expect to participate in a minimum of discussion or debate, but in a maximum of explanation about what we expect from students.

During the second half of the seventh grade year, and continuing through the eighth grade year, our role changes. At this point we become facilitators of discussion and askers of questions. We must rely on our knowledge of how values are formed, then help students develop or clarity their own values, primarily by using the method of Value Clarifying Responses. We will not be providers of solutions, but rather people who help students make decisions, consider consequences, and develop values. This represents quite a departure from our classroom teacher roles, and the distinction is very definite. Out effectiveness will be hard to measure, and we will have to adapt from an information-skill giver frame of reference to a position of student assistant.

More specifically, we are expected to:

- help students adapt to the school (orientation)
- disseminate information
- provide a comfortable home base to begin and end each day
- be a substitute parent, responsible for students' well-being in terms of:
  - behavior (discipline reports, unofficial teacher comments)
  - grades (midquarters, report cards, teacher comments)

  - attitudes
  - participation in school activities (student government, sports, activities, grade functions)
- involve students in experiences which make them aware of their own feelings, ideas and beliefs, so that their choices and decisions are conscious and deliverate, based on their *own* value systems
- avoid sermonizing or moralizing
- avoid imposing our own values
- use a variety of materials and methods which encourage students to consider alternative ways of thinking and acting
- help students learn to weigh pros and cons and consequences of various actions and alternatives
- help students consider whether their actions match their beliefs, and if not, how to harmonize the two
- encourage an atmosphere of openness, honesty, acceptance, and respect
- help the class learn to listen to one another (i.e. be a model of a good listener yourself)
- participate in exercises or discussions whenever possible
  - the best time to give your view is at the end, after students have had their chance to think and express
  - present ourselves as people with values of our own (often with values confusion)
- - share values, but not impose them
  - present the class with a model of an adult who *prizes*, *chooses*, and *acts* according to the valuing process.

The Homeroom Student's Role

Just as your homeroom teacher has a role to perform and certain responsibilities toward you, you also have an important part to play in the functioning of the homeroom. Your responsibilities extend not only to yourself, but to your teacher, and the other members of your homeroom.

During the course of the school year, you will be expected to:

... contribute in as many ways as possible to make your homeroom a pleasant and productive place to spend your time,

... know how this school operates as quickly as possible,

... become involved in experiences which will help make you aware of your own feelings, ideas, and beliefs, so that your choices are made with thought and understanding,

... become a good listener as well as a good speaker,

... respect other people and the things that they value, whether you share those values or not,

... consider alternative ways of thinking and acting,

... weigh the pro's and con's and the consequences of the decisions you'll be making,

... use your honest beliefs in your daily lives.

ORIENTATION

First Day Orientation

Teacher's Guide on Handbook Use

Rules of Behavior

Autobiographical Questionnaire

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

FIRST DAY(S) ORIENTATION

Because students will encounter these areas immediately, it is requested that you briefly inform them about:

A. Map of building

B. Schedules (programs)

C. Bells

D. Passes (lav, locker, library, out-of-room)

E. Traffic patterns in corridors

F. Lost and found

G. Attendance and absences

H. Dismissals

I. Bicycles

J. Auditorium procedures

The handbook provides adequate information on the above topics to allow students to function the first few days. All of these should be covered before students go to their first class.

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

GUIDESHEET FOR TEACHERS ON USE OF HANDBOOK

I. The following items can be presented with a minimum of discussion during the second available homeroom period. The order of presentation is left up to the homeroom teacher.

  A. Accident procedures
  B. English language usage
  C. Excuses from physical education
  D. Fire drills and emergency safety programs
  E. Guidance and educational specialist services
  F. Health services
  G. Honor roll (at this time, only what it takes for grades, effort, conduct)
  H. Insurance programs
  I. Intramural sports (details later)
  J. Resource center
  K. Notices to parents of unsatisfactory work
  L. School cancellation announcements
  M. Study periods (details to be explained by study teachers)
  N. Substitute teachers
  O. Telephone
  P. School bus information (if applicable - Metco)
  Q. Commendations
  R. Citizenship points

II. These items will require more explanation and discussion on the homeroom teachers' part. They should be covered during next available homeroom periods:

  A. Honor roll
  B. School rules and regulations (see sheet "Rules of Behavior"
  C. Make-up work

III. We believe that the school calendar lends itself to a discussion of the following items at certain suggested times. The school events provide visible examples to help make these lessons seem appropriate to students. As a loose guide, all of these should be covered by the end of the half-year.

  A. Student Government (by 3rd week in September)
    - This is a time of year when students are actively engaged in this topic. A discussion of student government at this time would seem most meaningful to the students.
  B. Activities (by end of September)
    - explain idea of "choice"
    - explain procedure for signing up for activities
  C. Midquarters (1st week in October)
    - use handbook as guide
    - apprise students of fact that this is only one of several ways of informing parents of pupil progress
    - other ways include: phone calls, notes, P.T.A.

GUIDESHEET FOR TEACHERS ON USE OF HANDBOOK (Continued)

D. Study Habits (week after midquarters) (may be discussed earlier if numerous difficulties are apparent to homeroom teacher)
  - Use for this topic the resource material in "Study Habits" folder.

E. Consultations with teachers (before quarter ends)
  - Discuss items brought up in this section of handbook (p. 6-7)

F. Grading - Report Cards (around report card time of first quarter)

G. Courtesy and consideration for others (at time of Thanksgiving assembly and collection for Home for Little Wanderers)
  (H.F.L.W. provides an excellent example for the above topic)

H. Citations and Commendations (week before citations come out)

IV. The following items presented in the Handbook are not tied in so clearly to the school calendar. Pursue them when it seems appropriate to your own homeroom. Examples of possible springboard situations are:

A. Discipline
  - after grade "lecture"
  - after silent lunch
  - when homeroom member gets discipline report
  - after fire drill
  - use the band as example

B. Dress standards and cleanliness
  - when students have to appear on stage
  - when seasons change (november)
  - following any bulletin on appropriate dress

C. Individual Responsibility
  Mention briefly the points listed in the handbook. Many of these areas will be dealt with in more detail in following activities.

Walter S. Parker Junior High School

RULES OF BEHAVIOR

Amended March 1977

The following procedures have been agreed upon to provide disciplinary action in the Walter S. Parker Junior High School. The administration will take action in the following manner for the school offenses listed below:

Smoking

Actual smoking in school, on the school grounds, or in the school bus:

First offense	Student is suspended - in school- until parents accompany pupil to a conference with the Assistant Principal. Parents are notified via telephone and/or a letter.
Second offense	Parents notified via telephone and/or letter. Pupil is kept in school and suspended until 2:35. Pupil can possibly be suspended for three or five days or longer.
Third offense	Parents notified via telephone and/or letter. Pupil may be treated as habitual school offender. Request to the School Committee to exclude pupil from school if over 16 years of age. Possible suspension for five days or longer and/or court action if under 16 years.

Possession of Cigarettes in School

First offense	Confiscation of cigarettes. Discipline Report, warning, and parents notified via telephone and/or letter.
Second offense	Same as actual smoking.
Third offense	Same as actual smoking.

Insolence, Impudence, Blatant Disobedience, etc.

First offense	Discipline Report - parents notified via telephone.
Second offense	Discipline Report - Assistant Principal will request a conference with the parents and parties concerned.
Third offense	Discipline Report - parents conference, followed by possible school suspension.

Any further breach of this rule and the pupil may be treated as a habitual school offender.

Walter S. Parker Junior High School

Rules of Behavior

Vandalism

First offense	In school suspension until parents are notified via telephone and/or letter. Parents will come in for conference and arrangements made for restitution. Payment in full for damages. Court action if nature of vandalism is serious.
Second offense	In school suspension until parents are notified via telephone and/or letter. Parents will come in for conference and arrangements made for restitution. Payment in full for damages. Possible suspension for three to five days or longer.
Third offense	Court action and/or request to School Committee to exclude pupil from school.

Truancy

First offense	In school suspension until parents are notified via telephone and/or letter. Parent conference is arranged. Pupil will be allowed to make up work only by special arrangement. Pupil is required to make up all time lost. If truant is a member of the Student Council, it will be recommended that he/she be dropped from the Council for an indefinite period of time. Loss of privileges to participate in extracurricular activities for a period of time.
Second offense	Student is given an in-school suspension. Parent is notified by phone and/or letter. Parent accompanies pupil to school for conference with the Assistant Principal. Student must make up all time lost and will not be allowed to make up lost work. Permanent loss of all school privileges, class or school offices, and extracurricular activities.
Third offense	Parent accompanies pupil to school for a conference, followed by possible suspension.
Fourth offense	Pupil referred to appropriate agencies and treated as a habitual school offender.

Walter S. Parker Junior High School

Rules of Behavior

Failure to Report to Teacher After School

First offense	Pupil will receive discipline report and have an after school detention conference with the Assistant Principal. Pupil will be required to report to teacher after school the next day and meet any conditions set by the teacher.
Second offense	Pupil will receive a Discipline Report. Student, teacher and Assistant Principal will have an after school conference in an attempt to resolve the problem.
Third offense	Pupil will receive a Discipline Report. Matter is referred to the Assistant Principal for appropriate action which will include notifying parents via telephone and/or letter and an extended detention.
Fourth offense	In school suspension until parents accompany pupil to a conference with Assistant Principal.
Fifth offense	Pupil treated as habitual school offender with a possible five day suspension.

Alcoholic Beverages and Drugs

Any pupil bringing, drinking, in possession of or under the influence of alcoholic beverages in a public school or on school grounds, or on a school bus, shall automatically be suspended from school. Parents are notified by phone and/or letter. Parent, student and Assistant Principal conference is held and student is subject to possible exclusion from school by vote of the School Committee.

Policy 5131.1

Any pupil bringing, carrying, taking, or under the influence of illegal and/or harmful drugs or narcotics in the public schools or on school grounds shall be automatically suspended from the school and is subject to exclusion from school by vote of the School Committee.

Fighting

Acts by students fighting, tending to injure, degrade or disgrace another student and assault will be handled similar to rules applied to "Smoking."

Walter S. Parker Junior High School

Rules of Behavior

Stealing, Fireworks, Gambling and Possession of Weapons
Plagiarism, Cheating, Harassing, Profanity, Throwing os Snowballs
Leaving School Grounds and Mushing

These are in violation of school rules and will be handled similar to rules set forth under "Possession of Cigarettes." All fireworks will be confiscated; also, all dangerous weapons will be confiscated. Appropriate compensation or return of stolen articles will also be made.

Discipline Reports

Discipline Reports are given by teachers for any of the rules infractions listed above, and also to students whose conduct in class and/or in school is unsatisfactory. (See sheet entitled "The Proper Use of Discipline Reports.") After an accumulation of three of these, the school will notify the parents via telephone. Generally, a conference is also arranged. Five Discipline Reports will result in a letter being sent home, warning the parent that another one could result in suspension.

In addition, another parent-student conference will be held with the Assistant Principal and/or teachers who gave the Discipline Reports. Any further violations could result in another conference, followed by a possible suspension.

At times it may become necessary to remove a pupil from class immediately for any of the mentioned reasons. A Discipline Report or note should accompany the pupil, or a note should be sent to the Assistant Principal explaining the circumstances of the dismissal. The Assistant Principal will handle the situation from that point.

AUTOBIOGRAPHICAL QUESTIONNAIRE

1. Name____

2. Birthday________________________ Age in years___________

3. In a few words, describe one member of your family__________________

____

4. Have you ideas about what you would like to do when you grow up?______

____

5. What possibilities have you talked over with your parents?___________

____

6. What are some hobbies or interests of your father?_________________

____

. mother?____

7. How do you spend your time after school?_________________________

____

8. Of all the things you do in your free time, which do you like most?

____

9. Which do you like least?_______________________________________

10. What does your family do for Thanksgiving?_______________________

____

11. What magazines do you read regularly?____________________________

____

12. What are your two favorite TV shows?_____________________________

13. Which movies have you seen lately that you particularly liked?________

____

14. What are your favorite sports, if any?____________________________

15. Is there a book you've read that you'd recommend to others?__________

____

(2)

16. Do you work after school or on Saturdays? Where? What are you using the money for?____________________

17. What do you like best about school?____________________

18. What do you like least about school?____________________

19. If you could learn about anything you wanted in school, what would it be?____________________

20. If you were a teacher, how would you teach your classes?____________________

21. If you could take five people to an amusement park with you, whom would you take?____________________

22. If you had to pick five people to help you clean the cellar, whom would you pick?____________________

23. Is there an adult outside of school whom you dislike intensely? Why?____________________

24. Are there some adults outside of school whom you admire intensely? Why?____________________

25. Do you have some good ideas about things which you might like to mention?____________________

26. Have you ever invented anything? What?____________________

27. What is there about you that makes your friends like you?____________________

28. Is there something you want badly, but can't quite afford right now? What?____________________

(3)

29. Of all the people you know who have helped you, who has helped the most?

____

30. How did this person go about helping you?__________________________

____

APPENDIX G

Teacher's Guide to Values Clarification

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

VALUES CLARIFYING STRATEGIES

September 1976

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

INITIAL STRATEGIES

The following summaries are intended to help the Homeroom Teacher select a course of presentation to his students. It is thought that all of these strategies (presented in the resource, Values and Teaching) are applicable to any of the Topic areas, each of which has its own separate folder. In addition, within each folder are references to further strategies which are specifically related to that topic area.

The intent of all of this is to provide you with a wide range of possible plans. It is hoped that included in this variety will be a course of action which is comfortable for you, and which you would enjoy pursuing with your students.

It is thought that the following group of six strategies are easiest to implement. This might be a useful consideration, especially when we realize that we are initially dealing among strangers. The other strategies are easier to implement when the "strangers" stage has diminished. Once again, though, let your preference for a strategy ultimately dictate which you use.

Thought Sheets p. 130-134

Used on a regular basis

(- Students write out (during their own time) thoughts that are important to them.
(- Teacher Collects, reads some orally to class.
(- Teacher writes clarifying notes (see pgs. 63-65) on student's papers.
(- Teacher may save sheets and return them in bulk. Ask students to prize their own thoughts.

Weekly Reaction Sheets p. 134-136

Used on a regular basis

(- Teacher poses any of the questions on p. 135 for the students to respond in writing.
(- Teacher may: - comment on each;
  - allow class to discuss selected ones;
  - have students examine each other's reactions.

Open Ended Questions p. 136-138

Can be used irregularly

(- Teacher poses question(s) on p. 137-138 to students.
(- The "answers" reveal the person as there is no absolute answer or correct response.
(Read some/all orally to the group. Ask the students, "What questions do you have for the (anonymous) author of this paper?" This procedure is intended to help the author clarify his values.

INITIAL STRATEGIES (continued)

Coded Student Papers

Using any of the types of student responses in the previously mentioned strategies, the teacher shall put a (+) next to statements which are positive, constructive in nature, a (-) next to negative statements. This confronts the student with the fact that he is "for" and "against" ideas.

Further, the teacher may want to pose clarifying questions (p. 63-65 next to the noted statements. Private discussion could result.

Time Diary p. 139-140

Done 2 - 3 times.

Student is asked to keep track ($\frac{1}{2}$ hour segments) of his activities for a week. The teacher does not ask to see it, but poses the questions on pg. 135 to be answered by the student when the diary is completed.

This activity should be repeated later in the year, with the added assignment that a comparison be made of the weeks recorded.

Student Reports p. 156-160

For the unreceptive child who reads a good deal only.

Value clarifying questions are listed on pages 156-157, 159-160. These questions are posed to students in lieu of book reports or questions based upon group or individual research papers. The responses would be more meaningful than a recounting of a story, but we believe this method is not practicable, except in the following case: Suppose you have in homeroom a student who is very introverted, but is an avid reader. This strategy might prove useful on an individually assigned basis, and provide a means of reaching that child where other methods fail.

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

CLASSROOM DISCUSSION STRATEGIES

The next group of six strategies are concerned with the development of classroom discussions. Since being forewarned is usually being forearmed, it should be realized that for these strategies the homeroom teacher must rely heavily on the use of value clarifying responses to guide and give purpose to the discussion which is fostered by these strategies. Again, these value clarifying responses are found in the resource.

(1) Values and Teaching pgs. 63-65

Proven discussion topics: money, leisure, maturity, religions, politics, friendship, love, work, careers, family and character traits.

These topics may be introduced by use of:

1. Quotations
2. Pictures w/o captions
3. A scene from a play or movie
4. Provocative questions
5. Others p. 120

(2) Role-Playing pgs. 121-123

Design short scenarios which present characters in potential or real conflict. Follow up by these questions.

a. How do you as actors feel?
b. How would you observers have done things differently?
c. Would things work out that way in real life?
d. What might we learn from this situation?

The following strategies, with the exception of the general "Value Sheet" may be more easily (comfortably) implemented when personal interrelationships within the homeroom have stabilized. This would be true for the eighth graders eppecially.

The Value Sheet pgs. 105-111

Students are asked to respond individually to varied stimuli - situations, questions, cartoons, films, recordings, television shows, etc.

This method is useful for teachers who wish to provide their own material for evaluation by students.

It is recommended that no discussion accompany value sheets for a variety of reasons (pgs. 106-107). Instead, the teacher is asked to use clarifying responses to assist students (pgs. 63-65). This method affords the maximum latitude possible for the teacher. On pages are various teacher activities which will help clarify values. The methods offer variety and can be suited to an individual's style.

CLASSROOM DISCUSSION STRATEGIES (Continued)

(3) The Contrived Incident pgs. 123-125

Essentially, the teacher selects a scenario, anecdote or illustration which will dramatize the topic being discussed. Then the teacher uses the clarifying responses to aid the students in digesting that experience.

(4) The Zig-Zag Lesson pgs. 125-127

The teacher identifies a value area that he thinks the students have not clarified sufficiently. The teacher starts off the presentation with some innocuous questions to involve the students in the responding process. Then, suddenly, the next question or two requires a more profound amount of thinking, the response more philosophical in requirement. Basically this process warms kids up for the heavy stuff, rather than jumping immediately into deep questions.

(5) Devil's Advocate pgs. 127-129

Often the discussion from a group of students is nearly unanimous on one side of an issue. In these instances, it may be necessary for the teacher to deliberately adopt the other side of the coin, or the opposing point of view. The devil's advocate job should be known to the kids so they don't think you are impressing your views on them. The purpose of this strategy is to present an objective view of an issue, when that objectivity is lacking on the part of the students as a group.

(6) Value Continuum pgs. 129-130

This strategy is useful in investigating an issue that has a full range of possibilities, alternatives.

The class or teacher identifies an issue to be discussed in class. Then two polar positions (absolute opposites) are established. The task, then, is to identify other positions in the issue and try to place them on the continuum, both in relationship to the poles and to the positions in between. Once the range of possibilities is established, the teacher poses value clarifying responses in an attempt to have the students realize which position on the continuum stands for them.

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

ENERGETIC STRATEGIES

The final set of strategies cannot be neatly categorized, but all seem to foster an air of electricity in the classroom.

The Public Interview (p. 142-143)

A volunteer is selected, some one who is willing to be interviewed publicly, in front of the whole class. The teacher and student exchange seating positions, putting the "spotlight" on the student. The volunteer is asked to select a topic from a list of value areas, or could come up with a particular area of his own choosing.

The remainder of the students, or an individual student, and the teacher then ask questions of the volunteer. The teacher's questions should be of the value clarifying responses type. The volunteer has several options.

1. He may answer the question.
2. He may "pass" on the question.
3. He may end the interview at any time with the words, "Thank you for your questions."
4. At the end of each interview, the volunteer may throw any of the questions he has been asked back to the teacher. The class may assist him, or be asked to field his questions as well.

*Helpful questions can be found on pgs. 140-151 in the resource book, Values Clarification.

Decision-Making Interview (p. 149-152)

This strategy is useful for one-on-one student-teacher situations when the student has a problem and seeks out the teacher for help.

1. Unconditional acceptance of the student and problem.
2. No advice-giving, even when that is requested, but many clarifying questions and comments.
3. Look at the issue from the vantage point of the values of the student, and not of yourself.

Voting

The teacher poses a series of questions orally to the class. Pause after each question for a vote (show of hands), then record the vote on the board. Reflection on the result of each vote may be interjected at this stage or you could move on to other "votes". Essentially, no one talks but the teacher. However, the students can visibly see the stances of other students, plus publicly affirm their own feelings as well on a variety of subjects. Peer knowledge is well established with this strategy. A list of questions which may give you a better feel for the "series of questions" is to be found on pg. 153 of the resource book, Values and Teaching.

ENERGETIC STRATEGIES (continued)

Five-Minute Quote Without Comment (p. 155-156)

This strategy should not be attempted during the initial stages of the homeroom program. It requires that students know what values are, and how they attain them. Essentially, students are told, time permitting, that they may have a maximum of 5 minutes to make a statement to the class. No comment is permitted. It is a chance for any student to have 5 minutes of control of the class ears. It is his few moments to publicly and personally affirm something important to him.

Action Projects (p. 160-162)

When you feel a value area has been clarified for students, you may want to call a halt to the talk and have them "do" something about the commitment they feel by taking on a project related to that value area. The students should arrive at the project, and not all students must participate, for perhaps that project contradicts the values of some of the students.

THE PROCESS OF VALUING

Following is an explanation of the process one goes through in acquiring a value. A look at this process may make it clear how we define a value. Unless something satisfies all seven of the criteria noted below, it cannot be called a value. In other words, for a value to result, all of the following seven requirements must apply.

1. CHOOSING FREELY. If something is in fact to guide one's life, whether or not authority is watching, it must be a result of free choice. If there is coercion, the result is not likely to stay with one for long, especially when out of the range of the source of that coercion. Values must be freely selected if they are to be really valued by the individual.

2. CHOOSING FROM AMONG ALTERNATIVES. This definition of values is concerned with things that are chosen by the individual, and, obviously, there can be no choice if there are no alternatives from which to choose. It makes no sense, for example, to say that one values eating. One really has no choice in the matter. What one might value is certain types of food or certain forms of eating, but not eating itself. We must all obtain nourishment to exist; there is no room for decision. Only when a choice is possible, when there is more than one alternative from which to choose, do we say a value can result.

3. CHOOSING AFTER THOUGHTFUL CONSIDERATION OF THE CONSEQUENCES OF EACH ALTERNATIVE. Impulsive or thoughtless choices do not lead to values as we define them. For something intelligently and meaningfully to guide one's life, it must emerge from a weighing and an understanding. Only when the consequences of each of the alternatives are clearly understood can one make intelligent choices. There is an important cognitive factor here. A value can emerge only with thoughtful consideration of the range of the alternatives and consequences in a choice.

4. PRIZING AND CHERISHING. When we value something, it has a positive tone. We prize it, cherish it, esteem it, respect it, hold it dear. We are happy with our values. A choice, even when we have made it freely and thoughtfully, may be a choice we are not happy to make. We may choose to fight in a war, but be sorry circumstances make that choice reasonable. In our definition, values flow from choices that we are glad to make. We prize and cherish the guides to life that we call values.

5. AFFIRMING. When we have chosen something freely, after consideration of the alternatives, and when we are proud of our choice, glad to be associated with it, we are likely to affirm that choice when asked about it. We are willing to publicly affirm our values. We may even be willing to champion them. If we are ashamed of a choice, if we would not make our position known when appropriately asked, we would not be dealing with values, but something else.

6. ACTING UPON CHOICES. Where we have a value, it shows up in aspects of our living. We may do some reading about things we value. We are likely to form friendships or to be in organizations in ways that nourish our values. In short, for a value to be present, life itself must be affected. Nothing can be a value that does not, in fact, give direction to actual living. The person who talks about something but never does anything about it is dealing with something other than a value.

7. REPEATING. Where something reaches the stage of a value, it is very likely to reappear on a number of occasions in the life of the person who holds it. It shows up in several different situations, at several different times. We would not think of something that appeared once in a life and never again as a value. Values tend to have a persistency, tend to make a pattern in a life.

To review this definition, we see values as based on three processes: choosing, prizing, and acting.

CHOOSING: (1) freely
(2) from alternatives
(3) after thoughtful consideration of the consequences of each alternative

PRIZING: (4) cherishing, being happy with the choice
(5) willing to affirm the choice publicly

ACTING: (6) doing something with the choice
(7) repeatedly, in some pattern of life

VALUE CLARIFYING RESPONSES

For each stage of the PROCESS by which values are developed or realized, we must function as guides or shapers of students' thinking. Our job is not to make pronouncements, but rather to help the student to deeply consider the topic under personal or group exploration. We do this by asking questions; questions which lead a student's thinking, or channel it into productive trains of thought. Often the use of questions will serve the function of keeping the discussion on target. More importantly, the question-asking technique causes students to actively participate without the stigma of being "wrong" at any time. It is essential that we master this method of presentation, get over the initial unfamiliarity with technique, and place a certain amount of faith in the eventual good realized by this program. All clarifying responses in one way or another encourage the student to choose, prize, or act in terms outlined by the value theory.

In addition to helping students to form or clarify their own values, these questions also help the teacher to know the depth of commitment any student attaches to any statement he makes. Simply, if you find that no thinking has been done in response to a question you've asked, then that student has not yet reached that stage in forming his values. This is useful to us in determining a starting point in the PROCESS, and will at the same time tell us that the statement by the student is something less than valued by that student.

The following list of questions may be considered to be a menu. There are many possible questions listed, one of which will be an appropriate response to a student's statement. Some responses you will probably never use. Others will seem very comfortable for you. The list does, however, represent much of what we will actually say to our students.

The questions which follow are arranged in sequence to correspond to the sequence of acquiring values outlined immediately below.

Value Acquisition

CHOOSING: 1. freely
2. from alternatives
3. after thoughtful consideration of the consequences of each alternative

PRIZING: 4. cherishing, being happy with the choice
5. willing to affirm the choice publicly

ACTING: 6. doing something with the choice
7. repeatedly, in some pattern of life

1. Choosing Freely
   - a. Where do you suppose you first got that idea?
   - b. How long have you felt that way?
   - c. What would people say if you weren't to do what you say you must do?
   - d. Are you getting help form anyone? Do you need more help? Can I help?
   - e. Are you the only one in your crowd who feels this way?
   - f. What do your parents want you to be?
   - g. Is there any rebellion in your choice?
   - h. How many years will you give to it? Weill you do it if you're not good enough?
   - i. Do you think the idea of having thousands of people cheering when you come out onto the field has anything to do with your choice?

2. Choosing from Alternatives
   - a. What else did you consider before you picked this?
   - b. How long did you look around before you decided?
   - c. Was it hard to decide? What went into the final decision? Who helped? Do you need any further help?
   - d. Did you consider another possible alternative?
   - e. Are there some reasons behind your choice?
   - f. What choices did you reject before you settled on your present idea or action?
   - g. What's really good about this choice that makes it stand out from the other possibilities?

3. Choosing Thoughtfully and Reflectively
   - a. What would be the consequences of each alternative available?
   - b. Have you thought about this very much? How did your thinking go?
   - c. Is this what I understand you to say....(interpret his statement)?
   - d. Are you implying that....(distort his statement to see if he is clear enough to correct the distortion)
   - e. What assumptions are involved in your choice? Let's examine them.
   - f. Define the terms you use. Give me an example of the kind of job you can get without a high school diploma.

(continued)

g. Now, if you do this, what will happen to that.......?
h. Is what you say consistent with what you said earlier?
i. Just what is good about this choice?
j. Where will it lead?
k. For whom are you doing this?
l. With these other choices, rank them in order of significance.
m. What will you have to do? What are your first steps? Second steps?
n. Whom else did you talk to?
o. Have you really weighed it fully.

4. Prizing and Cherishing
   a. Are you glad you feel that way?
   b. How long have you wanted it?
   c. What good is it? What purpose does it serve? Why is it important to you?
   d. Should everyone do it your way?
   e. Is it something you really prize?
   f. In what way would life be different without it?

5. Affirming
   a. Would you tell the class the way you feel sometime?
   b. Would you be willing to sign a petition supporting that idea?
   c. Are you saying that you believe....(repeat the idea)?
   d. You don't mean to say that you believe....(repeat the idea)?
   e. Should a person who believes the way you do speak out?
   f. Do people know that you believe that way, or that you do that thing?
   g. Are you willing to stand up and be counted for that thing?

6. Acting upon Choices
   a. I hear what you are for; now, is there anything you can do about it? Can I help?
   b. What are your first steps, second steps, etc.?
   c. Are you willing to put some of your money behind this idea?
   d. Have you examined the consequences of your act?
   e. Are there any organizations set up for the same purposes? Will you join?
   f. Have you done much reading on the topic? Who has influenced you?
   g. Have you made any plans to do more than you already have done?
   h. Would you want other people to know you feel this way? What if they disagree with you?
   i. Where will this lead you? How far are you willing to go?
   j. How has it already affected your life? How ill it affect your life in the future?

7. Repeating
   a. Have you felt this way for some time?
   b. Have you done anything already? Do you do this often?
   c. What are your plans for doing more of it?
   d. Should you get other people interested and involved?
   e. Has it been worth the time and money?

(continued)

f. Are there some other things you can do which are like it?
g. How long do you think you will continue?
h. What did you not do when you went to do that? Was that o.k.?
i. How did you decide which had priority?
j. Did you run into any difficulty?
k. Will you do it again?

Perhaps it is time to answer a couple of potential questions about the nature and use of these Value Clarifying Responses.

Must I use these exact questions? No. Questions which are similar in purpose will achieve the same result - cause focused thinking by the student.

How do I use these or similar questions? When you desire specific feedback from students, either individually or with a group, use the questioning technique to draw further responses from the student(s).

When is the appropriate time to use these or similar questions during a strategy? The general strategies summarized in the Home Room Teacher Packet enumerate various values activities. You'll find that these strategies stop with the completion of the activity. This will leave us wondering things like "O.K., they've filled out these sheets, now what do I do with them? What happens next?" The Values Clarifying Responses will serve as the follow-up for most strategies. Essentially the activities make the students aware of the things they value, or potentially will value. The Responses are the aid by which present values are realized, or potential values become conceptualized. The responses, then, are the concluding part of any strategy.

What is the real worth of these Responses? They are scorecards for us and for the students. At any time, for any value subject, we can check the stage in the Valuing Process that a student is on. We can tell whether something is really a value or not. We can realize what steps remain to make that belief a value. Once the student has a solid understanding of the Values Process, he can have the same perspective of his own beliefs as well.

APPENDIX H

Teacher's Resource Packets

CONSEQUENCES

Teacher's Resource Booklet

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

RESOURCES: CONSEQUENCES

BREAD & BUTTERFLIES

The lesson entitled "Planning Ahead" (shaping one's own destiny) on Pages 80-87, can be used when discussing the topic of consequences. Accompanying the lesson are:

-- a lesson goal

-- motivational questions

-- program summary

-- discussion questions for use after program

-- short and long term follow up activities

This book is designed to be used in conjunction with 15-minute T.V. programs which were aired two years ago. It is obviously to our disadvantage that we do not have this visual aid available now. However, the programs are well summarized so that the related activities and discussion questions can still be utilized.

From Argus - TRUTH and CONSEQUENCES

(Filmstrip
(Accompanying Cassette
(Operation Manual and Discussion Guide

Aim is to help students conceptualize the meaning of the word "Truth." It is explained that at times truth is an absolute, but often truth is a relative notion, based upon what we, as individuals, are able to perceive.

The discussion guide (in the back of the manual) has many student activities, very varied in nature and time consumption. The idea of consequence is incorporated as a result of:

being truthful
not being truthful
having different perceptions of the truth.

Activities and discussion section at end of operation manual.

The filmstrip and cassette serve the purpose of an introduction to the topic of Consequences. The material is light and entertaining. Touched upon are: Consequences of actions, consequences of ideas, good consequences, bad consequences, and finally, the student is left with the ponderous problem, What is the Consequence(s) of a breakdown in Trust?

RESOURCES: CONSEQUENCES (continued)

The tape and strip are superficial, with the follow-up discussion in much greater detail. The filmstrip contains little to teach from in itself, but it is our recommendation that this A/V program is useful as an introduction.

From the resource book VALUES CLARIFICATION

The following strategies will be helpful in presenting, and having students understand Consequences.

Strategy #23 Alternatives Search
24 Alternative Action Search
26 Consequences Search

Included: Purpose
Procedure
Suggestions for teachers
Additional Suggestions

ADOLESCENT ISSUES:

CONSEQUENCES (Argus - cards with illustrations)

71 cards - varied experiences (almost all with negative Consequences)

Possible method - have each child select one card that has actually happened to them or someone they know. Have kids relate the actual consequence of the act illustrated by the card.
oral - written

- go through the cards with the class, saving the cards that many children have experienced. Later spend time on these situations. Kids'll be able to supply anecdotes that are meaningful.

(After presentation of "selected" cards, a possible activity might
(be to list actions that bring positive consequences, i.e. -

- sharing in home chores
- earning your spending money
- getting enough sleep
- making friends
- volunteering

Purpose - to have kids realize that any action is not an isolated event. To make them avoid situations with unpleasant consequences. To have them seek out actions which bring delayed benefits.

RESOURCES: CONSEQUENCES (continued)

The Argus Kit Entitled CONSEQUENCES

Decision Making	All cards require decisions to be made. The point to all of them is investigation of the ramifications of the decisions listed. The student is not asked to decide.
Frustration	
Peer Relationships	19-23, 25, 26, 28, 35, 37, 40, 43, 48 49, 50, 53, 56, 57, 59, 60, 62, 64 65, 66
Parent-Child Relationships	30, 33, 42, 45, 69
Adult-Child Relationships	31, 39, 44, 54, 61, 67

Other

1-19 29
24
27
28
32
34
36
38
41
47
51
52
55
58
63
68
70
71

From the Argus Kit "MAKING SENSE OF OUR LIVES"

The packet "There are Rules and Rules" deals with the area of Consequences. In the kit are:

- Teacher Guidesheet
- Student Ditto's
- A poster

DECISION MAKING

Introduction

Teacher's Resource Booklet

Sample Activities

DECISION MAKING

Introduction

Every day, in small ways and large, you have to make choices about one thing or another. You have to decide what you're going to do. You call upon your values when you make these decisions.

To get a clear picture of what your true values are, take a close look at your most recent decision. How many courses of action were open to you? Which did you choose, and why? Those choices really put your values to the test. Here's one for you to practice on:

Suppose another student came up to you in the hall and offered to sell you the answers to the test in a difficult subject. What would you do?

Well, what would be the alternatives? 1) You could buy the answers. 2) You could say no. 3) You could report the seller to the principal. Can you think of any other choices you's have?

Now, think about what might happen if you chose to buy the answers. For example, as a result of buying the answers you might get caught. Or you might get a better grade than you would have otherwise. Or the teacher might find out what's going on and make up a new test, in which case you would have wasted your money. Or your conscience might bother you.

What about the other two choices: What might be some results of deciding to say no - or of reporting the seller? After you think about the consequences of each of these choices, you can see that making even a simple decision can sometimes be very complicated.

That's the trouble with most choices in life - they're seldom between something you think is good and something you think is evil. Usually, you're forced to pick the "best" of several goods, or the "least bad" of several evils.

Some people continually turn a blind eye to the consequences of the decisions they make. The jails are full of such people. Even behind bars some of them refuse to look at their confinement in prison as a consequence of something they did. Instead, they put the blame onto others - the police, the judge, the jury, or "the dirty chicken who squealed."

There are people not behind bars who are thinking the same way. They tell themselves that stealing a pencil is "just borrowing" or that cheating is all right because "everybody's doing it."

Part of the trouble with such people is they haven't learned to sense the consequences of the foolish things they decide to do. Instead of saying, "I am going to make the decision not to do that," they let themselves be carried along by the crowd.

If you are asked or dared to do something you don't believe is right for you to do, ask yourself the following questions to help make your decision:

1. What are the possible consequences and am I willing to accept them?
2. Are the others in the crowd really willing to accept the consequences of what we are about to do?
3. Probably most important of all, is what I am about to do in line with my self-picture? . . . You must be able to get along with yourself. Though you may fool others, you can't fool yourself.

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

RESOURCES: DECISION MAKING

From the Resource Book VALUES CLARIFICATION

The following strategies will provide help in dealing with decision making.

Strategy # 3 Values Voting
4 Rank Order
5 Either-Or Forced Choice
6 Forced Choice Ladder
8 Values Continuum
9 Spread of Opinion
10 Value Whips
23 Alternatives Search

Accompanying each strategy is a clearly stated:

- Purpose
- Procedure
- Suggestions for the Teacher
- Additional Suggestions

Many activities are noted as geared to specific age groups.

From the Book: MEETING YOURSELF HALFWAY

The following strategies can be used when dealing with the area of decision making.

Strategy #11 Values Chart
12 Priorities
17 Take Shelter

Accompanying each strategy are:

- Introduction directed at students
- Directions to students
- Ditto master

Many activities in this book are similar to those in the Values Clarification book, but the introduction and masters provide additional ideas.

RESOURCES: DECISION MAKING (continued)

BREAD & BUTTERFLIES

The lesson entitled "Decisions, Decisions" (p. 34-42) in this book can be used when dealing with the area of decision making.

This book is designed to be used in conjunction with 15-minute T.V. programs which were aired two years ago. It is obviously to our disadvantage that we do not have this visual aid available now. However, the programs are well summarized so that the related activities and discussion questions can still be utilized.

This lesson on decision making includes:

- lesson goal
- motivation questions before the program
- program summary
- discussion questions for use after program
- short and long term follow-up activities

FOM GUIDANCE FILMSTRIPS

Filmstrip
Teaching Guide

- Purpose of film
- Summary of contents
- Suggestions to teacher
- Evaluation suggestions

Filmstrip titles:

1. Making Decisions
2. Taking Criticism
3. Facing Disappointments
4. Taking on Responsibility
5. Building Self-Confidence
6. Should You Feel Inferior

These filmstrips deal rather superficially with the above areas. The material is only moderately interesting, and, because the films are approximately ten years old, they are not visually attractive. It is suggested that they be used only as supplementary material.

RESOURCES: DECISION MAKING (continued)

From the Argus Kit MAKING SENSE OF OUR LIVES

The following packet titles deal with decision making. In each packet is included:

- Teacher Guidesheet and Suggested Methods
- Ditto Master
- Related poster

Relevant Packets:

"I'd Like to Be"

"Did I Do Wrong?"

"There Are Rules & Rules"

The "lessons" are pupil activity oriented. There is writing involved, individual responses, and group discussion. The guide for teachers is useful and logically sequenced.

CONSEQUENCES (Argus kit)

The aim of this kit is not to make actual decisions. Each card in the series illustrates and tells about a decision that has already been made. The purpose then, is to consider what could happen as a direct result of the presented decision.

Possible Methodology

This kit has been cross-indexed under the following areas, besides Decision Making.

- Peer Relationship
- Parent-Child Relationship
- Adult-Child Relationship

In each of the listed folders are the numbers of the cards from this kit which apply. Thus, this kit may be used as an entity, or the material relevant to a specific value area may be isolated.

These cards require pupil response in some form - whatever you'd feel most comfortable with. Class discussion is greatly facilitated and should open up kids to relate parallel incidence from their experience. The intent of these cards, Consequences, should be kept in mind no matter how they are presented.

SENSITIVITY - Argus, 46 cards, situational, poses "What would you do?"

All cards require that a decision be made. They are presenting interesting and relevant situations.

The cards which deal with specific Categories as suggested by the faculty are noted below. It should be understood that while decisions are being made, there is no information in this packet about "how to make decisions."

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

HOW DO YOU FEEL ABOUT CHEATING?

Every once in awhile a national magazine will run an article about cheating in schools. Oftentimes pictures are shown of the clever schemes pupils use to outsmart their teachers. The idea seems to be that just about everybody cheats. Even if everybody cheated, would this make cheating right?

Why do people cheat in school? The teachers disapprove of it; your parents don't want you to cheat; most of you feel that cheating is wrong; yet it still goes on. The main reason that pupils cheat is because they want good marks on their tests. Too many people feel that the only important part of a test is the mark. They forget that honesty in taking the test and how much they know are really far more important to them.

Do you get anything out of cheating? The answer is, of course not. It's true that for awhile you can fool people. They may be taken in for a short time and think that you know more than you do. If you don't get caught at it, cheating may get you good grades for a short time. Eventually though, the truth will be known, and you will have earned the reputation of a cheater.

What can you do about cheating? First of all, don't get pressured into cheating. Stand on your own two feet. Make up your mind that you will never give or receive help during a test. Talk over the matter of cheating with your friends. Help them to see that cheating benefits no one and is harmful to the person who cheats. Have you ever thought about the ways in which people who don't cheat are hurt by the cheaters? How many ways can you think of that the cheater hurts his classmates?

Finally, you can't fool yourself. You can give yourself excuses like "everyone else cheats" or "I'll only do it once," but you will still know that you've cheated. No matter how you try to pass it off or excuse it, cheating is wrong and you know it!

Let's Talk It Over

1. What are some other reasons besides the one mentioned in this paper that make people cheat?
2. If you don't cheat yourself, are you being dishonest by keeping quiet when you know cheating is going on in the class?
3. When pupils are placed on their honor not to cheat during a test, do you think they are less likely to cheat than if they are carefully watched?
4. How do you think cheaters should be punished?
5. What can you do to help prevent cheating in our school?

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

WHERE CAN I GET HELP?

Sometimes all of us need help in solving our provlems. There is an old saying that two heads are better than one. This is often true when it comes to problem solving. Other people can sometimes see a solution which we may have overlooked. Here are some suggestions about people you can go to for help with your problems.

1. Your parents - Probably nobody is as interested in you as your parents. They know a great deal about you, and see you at your best and at your worst. All parents want to help their children. You can benefit from their experiences. They may have different solutions for your problems than you have because their experiences are wider. It's a good idea to talk things over with your parents.

2. Your friends - A friend is a person who knows our virtues and faults, but likes us anyway. Friends can say things to us that they really think, because they know us so well. We can tell our friends things that we might find difficult to tell someone else. Most of your friends are near your own age so they have problems like yours. Often times they have solved problems like yours or can see ways to help you solve yours.

3. Your teachers - Teachers can be good friends, too. They know a great deal about you. A teacher you like and trust is a good one to go to. A teacher has special training in helping boys andgirls.

4. Your guidance counselor - The guidance counselor is in school to help boys and girls. He does not punish them for mistakes they have made. He usually can help you to see through your problems.

5. Special helpers - People like your priest, minister, or rabbi, your family doctor, and city officials have special jobs. They can give you valuable help in their fields. Use their special abilities.

Let's Talk It Over

1. Should you accept an idea just because someone else suggested it? How can you decide if a suggestion or advice is valuable?

2. When should a person seek help in solving his problem?

3. What bad effects can letting other people make your decisions have on you?

4. What is the difference between asking other people for help and letting other people make your decisions for you?

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

WHAT IS SELF DISCIPLINE?

All through our lives we are disciplined. When we are very young, our parents start the discipline by saying, "no, no," when we do something which can harm ourselves or others. As we grow up, our parents, our friends, our schools and our government set standards or controls which we must live by. The adult person must govern his own actions and discipline himself to live with others. Children must learn this self discipline. It takes time. No one becomes a self-disciplined adult over night.

Each year that you live, you must take more responsibility for your actions. Even now, your parents and teachers expect more from you than they did a few years ago. They expect that you will live up to the reasonable standards they set for you at home and in school. The way you react to these expectations shows whether or not you are becoming a mature, self-disciplined person.

A self-disciplined person has certain qualities. He:

(a) Is self-sufficient but can turn to others for help when he needs it;
(b) Has self-respect, tries to make the most of his abilities;
(c) Can make judgements about situations and accept the responsibility for his action;
(d) Makes sacrifices for people he loves, and derives satisfaction from helping others;
(e) Works toward a goal and can make adjustments to meet that goal.

All this does not mean that you are expected to be a perfect angel. There will be times when you will not act in a mature way. That's to be expected. If you do your best to accept responsibility for yourself, and try to follow the wise counsel of those who know and love you, then your chance of growing in to a mature and respected perso is excellent.

Let's Talk It Over

1. How does your community set controls which make it safe for you?

2. What new responsibilities have you assumed this year?

3. In what ways are you expected to discipline yourself in school? At home?

FRUSTRATION

Teacher's Resource Booklet

School Measures to Minimize Frustration

Sample Activities

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

"RESOURCES: FRUSTRATION"

From the Argus kit Making Sense of Our Lives

There are two packets which deal with material related to "Frustration"

- "School's a Drag"
- "Well, I Feel Better Now"

In each packet is a guide for teachers which describes aims and methodology. In addition, there is a ditto for student activity and an accompanying poster.

From The Resource Book Values Clarification

Strategy #27, "Removing Barriers to Action", helps deal with minimizing elements in our lives which may cause frustration. There is no list of "things which frustrate", but the student is asked to enumerate factors which prevent him from taking action.

Clearly spelled out:

Procedure

Purpose

SITUATIONS THAT MIGHT POSSIBLY CREATE FRUSTRATION FOR AN INDIVIDUAL

I. Unable to compete adequately with classmates.

- A. Not understanding vocabulary.
- B. When someone speaks faster than you can follow.
- C. Fear of asking or answering because you're afraid of being incorrect.
- D. Not being able to respond immediately to something that is assumed you already know.
- E. Knowing something but not having the confidence to communicate your knowledge verbally.
- F. Newness of a task.

II. Constant failure

III. Fear of others looking at you as though you were different.

IV. Not feeling good about yourself.

V. Feeling that adjustment to "change" is impossible.

POSSIBLE REMEDIES IN DEALING WITH FRUSTRATION

I. Outlets for frustration

- A. Recreational facilities - athletics
- B. Community activities
- C. Being able to express on's feelings, knowing that they'll be understood

II. Overall goal

To achieve (attain) adequate satisfaction of their basic needs.

III. Process

- A. Help students understand their feelings and how to control them. (By somehow letting them know that the frustration and feelings that they are experiencing are not unique.)
- B. Create a climate (atmosphere) that makes it easy for students to participate freely. (Various activities that would allow opportunity for free expression of feelings.)
- C. Reveal a little of yourself. Admit to mistakes - wasn't always "perfect". Everyone makes mistakes and everyone has had bad experiences.
- D. Be able to handle different kinds of experiences (both good and bad). (Creation of hypothetical situation designed by the students/teachers themselves.)

MEASURES TAKEN IN SCHOOL STRUCTURE TO MINIMIZE FRUSTRATION

The structure within which Parker operates provides many built-in devices and techniques which serve to minimize frustration in our students. Much of this same structure also serves to help a student deal effectively with his frustration(s) if it occurs. A list may be useful at this time to present the scope of tools which are available at our school:

Homeroom Teachers - whose special role can clear many paths

Adjusted schedules (not level changes) - i.e., more reading, art, etc., helps tailor instruction

Guidance and School Offices - alternate and supportive approaches

Activities - exercise in free will choice to exploit student's interest

Reasonably open door to parents - greater home-school awareness of each other

Teacher changes (a last resort) - individualizing

Opportunities to build self-esteem - plays, skits, P.T.A. shows, fairs, intramurals

Aggressive, interested teachers - no child is a "school stranger"

Reward system - meaningful use of commendations and citations

Method of Instruction - adapts to fit class abilities and needs

Teacher's "Team Meetings" - adds consistency and insight

Cumulative Folder - "may" provide insight to thwart frustration

Reading Program - possibly the most immeasurably far reaching of all

Knowledge of Curriculum - teachers know in advance which areas of their curriculum are the hardest to master

Staff - supply of basic sympathy and wisdom borne of experience

Core Support - clinical, technical and remedial approaches which extend from the school as an appendage

There is, of course, no guarantee against frustration. A cure for it would imply the presence of a serum or medicine. Instead, this structure represents more of an inventory of a mechanic's tools which are used to accomplish the necessary repairs.

MY PROBLEM IS ____

Just about everyone has problems. Sometimes we get so involved in our own problems that we forget that other people have problems, too. Yet, we find that in junior high school the things that bother you are probably bothering many of your classmates, too. There are three main kinds of problems which concern you - 1. Personal problems that concern your personality, your health, your family, other people and school. 2. Community problems that concern you because they affect all those around you. These are such things as fair treatment of everyone regardless of his race, color or creed, and city and state problems such as law and enforcement. 3. World problems that cover a great area like the cold war, winning the peace and wiping out starvation and disease in underveloped countries.

Because you are still in junior high school, you can't do too much about solving community and world problems. Yet you can keep informed about these problems through your social studies classes and by your own reading. When the time comes for you to share in the responsibility of this kind of problem solving, you will be prepared and well informed.

For the next few weeks we will be talking about problems, their causes and ways to solve them. Do you ever wonder why you do some of the things you do? Many boys and girls worry about things they have said or done. Others worry about health problems, such as poor complexions or not being as strong as their friends. Still others feel that they aren't popular enough or don't get along well with their families. For some people their biggest problem is school. They don't like the work, or their teachers, or their classmates. There are many problems that bother people. You can probably think of many that we haven't listed.

Let's Talk It Over

1. On the blackboard, draw up a list of problems that the group has faced this year in starting a new school. Have all these problems been solved?
2. Jot down somewhere any problems which are bothering you. This is for your own use only. See if the worksheets and discussions in the next few weeks help you to solve any of your problems.
3. Is the cause of a problem always what it seems to be? Can you give any examples of problems which you solved that had a different cause from what you first thought?
4. Do you agree with the first statement in the second paragraph? Why?

PEER RELATIONSHIPS

Teacher's Resource Booklet

Sample Activities

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

"Resources: Peer Relationships"

From the book: Meeting Yourself Halfway

The following strategies can be used when dealing with the area of peer relationships.

Strategy	#14	Interacting Opposites
	15	Who Comes to My House
	17	Take Shelter
	23	Circles of Privacy

Accompanying each strategy are:

- Introduction directed at students
- Directions for students
- Ditto master

Many activities in this book are similar to those in the Values Clarification book, but the introductions and masters provide additional ideas.

Bread & Butterflies

The following lessons in this book can be used when dealing with the area of peer relationships.

p. 58	- "I Agree... You're Wrong"
p. 98	- "People Need People"

This book is designed to be used in conjunction with 15-minute T.V. programs which were aired two years ago. It is obviously to our disadvantage that we do not have this visual aid available now. However, the programs are well summarized so that the related activities and discussion questions can still be utilized.

These lessons on peer relationships include:

- lesson goals
- motivation questions before the program
- program summaries
- discussion questions for use after the program
- short and long term follow-up activities

"Resources: Peer Relationships" (continued)

Consequences (Argus kit)

The numbers of the following cards touch upon the value area of Peer Relationships. The cards illustrate a decision which has been made, and asks the students to consider the ramifications of each decision.

#'s 19-23, 25, 26, 28, 35, 37
40, 43, 48, 49, 50, 53, 56, 57, 59,
60, 62, 64-66

The cards lend themselves to written or oral responses. The responses may be made individually, or the group may decide what the consequence(s) is/are.

From the kit on Sensitivity (Argus)

The following numbered cards deal directly with Peer Relationships. The cards are situational and ask "What Would You Do?"

#'s 1, 2, 3, 4, 5, 6, 7
25
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
43, 44
46

From the Argus kit "Making Sense of Our Lives"

The packet entitled "Friendship" lends itself to the topic area of Peer Relationship.

This packet contains:

- Teacher guide
- Ditto for students
- Poster

From the Resource: VALUES CLARIFICATION

The enumerated strategies provide an activity-oriented approach to the area of Peer Relationships.

Strategy	#14	Group Interview
	18	Values Focus Game
	19	---ing Name Tags

"Resources: Peer Relationships" (continued)

#20	Partner Risk or Sharing Trios
21	Privacy Circles
38	Who Comes to Your House
64	Clothes & Values
70	Resent - Demand - Appreciate

Accompanying each strategy:

- Purpose
- Procedure
- Suggestions for teachers
- Additional suggestions

EVERYBODY PICKS ON ME

Most of us have days when we wish we could live on a desert island with nothing but the coconuts to keep us company. Usually, these are the days when we feel everybody is picking on us, or nobody likes us. When we feel kike this, it's just a mood which usually passes.

Every so often, we do know somebody that everyone does pick on. When that person says, "Everyone picks on me," he means it. All of us want to belong to a crowd and do all the things the rest of the crowd does. Maybe you know somebody like this you could give a helping hand to. To gain friends, you must be a good friend yourself.

Sometimes junior high school students form cliques, and keep others from joining their fun. These cliquey people don't realize that they are missing fun, too. By not being willing to share their good times, they miss knowing some wonderful boys and girls. They may be keeping out people who have good personalities, character, manners and senses of humor. In the long run, members of cliques may be losing more than they are gaining by keeping a tight little circle of friends.

Suppose you feel that you are unwanted or picked on - what can you do? Start looking for people you would like to have for friends. Be friendly towards them. Check your good qualities to see if you have something to add to the group you'd like to belong to. Don't force yourself on anyone, and don't expect everyone to like you immediately. Let your personality shine through, and people will like you for yourself.

Let's Talk It Over

1. What are some qualities that make a person a good group member?
2. What can a person do if he feels his friends are not a good influence on him?
3. Why do people form cliques?
4. How can people learn to get along better with others?
5. Can you be a better friend than you are now?

WHAT IS AN ADOLESCENT

During the next few years, you will probably hear the term adolescent many times. People will say you do things or don't do things because you are an adolescent. You may even hear people say that adolescence is a difficult time. You may wonder sometimes why you are different from other people.

What is an Adolescent? Simply, a boy or girl who is growing up is an adolescent. Adolescence is the time of growing up. One doctor calls it the "not quite age," when young people are not quite children and not quite adults.

We all know that some of us learn more quickly than others, and that each of us has to learn in his own way. Physical growth is like that. Some of us grow fast, and we look like men and women by the time we are thirteen or fourteen. Others of us grow slowly, and at thirteen or fourteen still look like little children. You may feel self-conscious if you are larger or smaller than most of your friends. What can you do if your friends call you Chubs, Fatstuff, Skinny or some other cruel name which hurts your feelings?

The answer to that last question, of course, is "Not Much." If you realize that your friends who use names like those we mentioned do so because they feel self-conscious, too, it may help you. Remember that over fifty percent of all boys and girls are larger or smaller during adolescence that the "average" boy or girl of his age.

There are some body changes that you may wonder about, and wonder if you are normal. Go to your parents with your questions. Boys usually like to go to their fathers and girls to their mothers for help on special questions. There is no rule for this; go to the parent you can talk most easily with. Don't be embarrassed by asking your parents any questions you wish. They faced the same questions themselves, and will u[illegible]stand why you want to know.

Is adolescence difficult? Everything we do has some hard things about it and some enjoyable things. Growing up is exactly the same, but it's a pretty wonderful experience.

Let's Talk It Over

1. Compare the different types of body builds. Is each one normal?
2. In what ways is adolescence easy? In what ways hard?
3. What are some good things to remember about body care during adolescence?

YOU HAVE ABILITY

Everyone has ability. In fact, most people have many abilities. Some seventh graders may do poorly in school, but attract many friends because of their outstanding personalities. The ability to win friends is important, just as the ability to do well in school is important. Another time we will talk about the different kinds of ability, but today let's think about why we should each know his own abilities.

Knowing what you do well, and to what degree you have ability in a certain area, will add to your future success. Right now you are young. You can turn to your parents for help and comfort when things go wrong. As you grow up you must learn to rely on yourself. You will receive guidance from people as you go along. Final decisions, though, must be made by you. The next few years will be exciting ones for you. You will be choosing new courses, meeting new friends, investigating new ideas, seeing new places, and have hundreds of other new experiences. What you do with these new experiences, and how you use your abilities will direct your entire life. Make the most of your school years.

How do you find out what your abilities are? Be curious. Try things out. If you want to bake a six layer cake, dance the Charleston, build model cars, take care of small children or enter a contest, then give it a try. By experimenting with things that interest you, experiences of value will be yours. Who knows, you may discover an ability you never suspected you had. You might even discover an interest which will last you all your life. You may even find your life's work in something which begins as a hobby now.

When you take aptitude, intelligence, or achievement tests in school, think about the results. Do your interests and desires fit in with the things tests tell about you? Talk these things over with your parents, your teachers, your counselor and your friends. You can learn a great deal about your abilities from these aids. Discover those things which motivate you, make you want to act. Don't dream about doing things. Do them, and find out what your abilities are.

Let's Talk It Over

1. Can you tell about any great men or women who earned fame because of an interest which began early in life?
2. Do you know what your greatest ability is now?
3. Some people are said to have natural ability in some area. What happens to this ability if the person does not use or improve it?

GOOD FOLLOWERS NEEDED

Good leaders are successful only when they have good followers. It would be a funny army if everyone in it were a general and nobody was left to be a private. You've all heard about groups which fell apart because there were "too many chiefs and not enough Indians." If you feel that you make a better private or Indian than a general of chief, you are still a valuable member of the group.

If your role is to be a follower, on you falls the responsibility of carrying out plans and seeing that your share (or even a little more) of the work is done. Leaders need certain qualities. The good follower does, too.

1. He must be interested in the group, and be more concerned with how the majority feels than in clinging stubbornly to his ideas.
2. He knows that all members of a group have equal rights and privileges. He has consideration for the minority, even if he does not agree with them.
3. He has understanding of the group, his leaders, and his own purposes for working with the group.
4. He shows respect for his leaders or people in authority. Above all, he shows respect for himself by doing his best in whatever he does.

Since there are far more followers in life than there are leaders, it is important to know who and how to follow. Even leaders must sometimes be followers.

Let's Talk It Over

1. Can a person be a good leader if he isn't a good follower?
2. What can a good follower do to help a leader who becomes too bossy?
3. Can a good follower influence a group as much as a good leader?
4. Are there any situations in which good followers are more important than good leaders?

LEADERS WANTED

All of like recognition and credit when we've done well. We don't look for approval of every little thing we do, but when we work hard and achieve well, we like to receive credit for our work. This is a natural desire. Being elected a leader of your friends is a kind of recognition by them of your past performance. Some people seem to be born leaders. People follow their suggestions and other people look to these leaders' for ideas and how to carry out the ideas. We say of this type of leader, "He has a certain something" because we can't explain why we choose to follow his lead.

Many people have leadership ability that they haven't developed yet. Since our theme this year is leadership, this might be a good year for you to begin to develop your potential for leadership. We can't say do this, this, and this, and you will be a leader. We can take some characteristics of a good leader and use them as a yardstick to measure outselves against. Here are some of the character traits that most leaders have.

1. Leaders get along well with people. They like to work well with others and have others assist them. They lead people to carry out projects and ideas not command them to do so.

2. They take the initiative. They use their imagination and creativity to begin plans which can or need to be carried out.

3. They have self-confidence and enjoy responsibility for themselves and others.

4. They can sell their ideas to others. They usually express themselves so well that others are eager to listen to them.

5. They organize well and check to see the plans are carried out. They show that they appreciate the help they received on completing the project.

If you would like to be a leader, volunteer for a school or community project or activity. Put these principles of leadership into play and show people what your capabilities are. When you are chosen to be a helper, do your share, cooperate with the leaders, and follow through to the end. Next time, you may be the leader.

Let's Talk It Over

1. Choose someone who is a good leader among your friends. Make a list of his qualities that make your friends follow his example. How many of those qualities do you have now? How many can you acquire?
2. Are there different types of leaders? Is there such a thing as a bad leader? On what did you base your answer to that last question?
3. Why is respect a necessary characteristic of leadership?

PARENT - CHILD RELATIONSHIPS

Teacher's Resource Booklet

Sample Activities

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

RESOURCES: PARENT-CHILD RELATIONSHIPS

From the Argus kit on CONSEQUENCES

The following numbered cards help focus on the parent-child relationship. They are illustrated, and point out a decision which has been made. The intent is to get people (students) to consider the ramifications of the decisions noted.

#'s 30
33
42
45
46
49

From the Resource Text VALUES CLARIFICATION

Strategy #70, "Resent - Demand ' Appreciate" is of use in dealing with parent-child relationships.

Included:
- Purpose
- Procedure
- Additional suggestions

From the kit on SENSITIVITY (Argus)

The following numbered cards deal directly with the parent-child relationship. The cards are situational and ask "What would you do?"

The packet contains:

#'s 8, 9, 10, 11, 12, 13, 14, 15, 16
42

From the Argus kit "MAKING SENSE OF OUR LIVES"

The packet "Openness with Parents" lends itself to the values clarification surrounding the topic area of parent-child relationships.

The packet contains:

- Teacher's Guide
- Ditto for Students
- Poster

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

LEARNING ABOUT HEREDITY

"He's a chip off the old block." "She looks just like Cousin Abbie." You've all heard remarks like these. Whenever there is a new baby in a family, the relatives, friends and neighbors all try to decide who the baby looks like. They are interested in the physical traits the baby inherited from his mother, father, grandmothers, grandfathers, or other relatives.

These things which a baby inherits from his ancestors are called his heredity. Scientists have been interested in heredity for many years. The study of heredity is called genetics. When you study viology, you will probably learn about Gregor Mandel who was the pioneer in this study of genetics. His work laid the foundation for many studies of heredity.

The way we look depends on what we inherit from our parents. The agents which hold the key to our physical make-up are called genes. Each person (except for identical twins) has a different collection of genes. That is what makes each person different from every other person. In the case of identical twins, scientists believe that, because identical twins have the same genes, differences in environment, which we will talk about another time, cause differences in the twins. If you wish you were tall, dark and handsome, or pale and beautiful rather than what you are, you can blame it on your genes. We have to take the genes we get, but the use we make of our inherited traits is up to us.

The study of genetics and heredity is a fascinating and complicated one. Many people devote their whole lives to this study. We cannot begin to cover the many side areas such as: what things can be inherited and what things cannot, which is more important heredity or environment, what studies have been made and could there be another person just like me.

If you want more information on this subject, there is a very interesting article called "Wheel of Life" in Volume 13, pgs. 130-153 in Our Wonderful World. This encyclopedia is in our school library. Since many people have mistaken ideas about heredity and its influence on people, it's a good idea to know how your heredity affects you.

Let's Talk It Over

1. Can inherited traits affect your personality?
2. What are some other things you would like to know about heredity?
3. Have you read any articles or books about heredity that might interest your classmates?
4. Do you think talent runs in families? Can talent be created? Will more studies have to be made in this field before anyone can give an accurate answer to these questions?

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

LEARNING ABOUT ENVIRONMENT

We've talked about heredity as an important factor which makes us become the kind of people we are. There is another great influence which helps us to develop. This is our environment. Everyone we know, everything we do, plus all the things around us like cars, houses, and the weather make up our environment.

While it is true that we have gifts and characteristics passed down to us from our ancestors, what we do with those strengths or weaknesses depends on our environment. Theodore Roosevelt, one of our presidents, had a weak body when he was a child. Because he was determined to be a strong man, he used those things in his environment which would help to strengthen his body. He learned to climb trees, swim, and camp outdoors. As a result, he was able to do all the things he wanted to do when he grew up. What do you think might have happened to Theodore Roosevelt if he hadn't used his environment wisely?

Environment is important to us because everything we do, all the things which happen to us, become part of os. Naturally, each one of us has different experiences which are not like the experiences of anyone else. Even brothers and sisters who have the same parents, live in the same house, and have friends in common, each have a different environment because their experiences are different.

Sometimes people do not use their environment wisely. They choose friends who are not good, or they are attracted to experiences which can be harmful. Sometimes, because they have received disappointments, they make unwise decisions in haste or anger. If you understand your environment and how it affects you, then you can avoid these mistakes and work toward the things you want from life.

Let's Talk It Over

1. Can you think of any famous men and women who overcame a poor environment? How did they go about doing this?
2. Are heredity and environment equally important in our lives? Why?
3. Does your conscience develop because of your environment?
4. Can people change their environment without moving to a different location?

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

WHEN PARENTS SAY NO

Almost all teenagers admire their parents. In spite of all the gripes that "My parents won't let me do anything," or "They treat me like a baby," or "They always say no," the majority of teenagers think their parents are patient and understanding.

Years ago things seemed to be much more simple than they are today. There were adults and there were children. The adults made the rules and the children followed them. As one of today's adults says, "We weren't allowed to have personalities when we were children."

Today children do have personalities, and teenagers are accepted as a group of people, and their ideas and opinions are listened to. This may be all to the good. There are areas, though, where parents must be firm and say "No" when it is necessary.

First of all, they must regulate matters concerning character. They must set the rules and examples for moral training, religion and home values. The ideals which they have will be reflected in you. They have a right and duty to restrict any activities which they feel will be a danger to your character. This is a part of their responsibility as parents.

Then there are regulations affecting health and physical safety. Rules about bedtime, food, drinking, driving, sports and taking care of property fall into these categories. Parents should set firm rules for their children to follow.

You probably will not agree with all of your parents' decisions. Sometimes by talking the disagreements over, you can reach a better understanding with your parents. Always try to see your parents' side of things, too.

Let's Talk It Over

1. Why can't parents always do the things that their children request?

2. How can a teenager show his parents he is dependable?

3. What values do we generally learn from our parents?

4. Why is good family life so important to our country?

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

MOODS AND WHAT TO DO ABOUT THEM

Everyone has feelings. These feelings can be pleasant or unpleasant. Since we all live in families and work and play with groups of people, sometimes our feelings get hurt. At other times we are difficult or unpleasant to others just because we are having a bad mood over something that has gone wrong. Often times we say of a friend, "Watch out, he's in a bad mood today."

In a study of teenagers, about 50% said they were moody, meaning of course that they had times when they just didn't feel like getting along with others and wanted to dwell on their own problems.

Eric Johnson reports in How To Live Through Junior High School what teenagers and their families do about teenage moods.

1. They leave me alone, and I realize I've been wrong, and I snap out of it.
2. I get a bawling out.
3. They try to find out what is wrong and cheer me up.
4. They try to strengthen my morals, give me self-confidence. Many times I am very moody over something, but, if I stop and analyze the problem or discuss it with my mother, I find it's nothing so very serious.
5. They tell me to go to bed earlier.
6. They do nothing for heaven's sake. It's better to be moody at home than out. And what's wrong with being moody?
7. Leave me alone if it looks like I'm going to bite.
8. Talk it over.
9. I cool off in my room.
10. I start to think it over or forget the whole thing.

Let's Talk It Over

1. Which ways of dealing with moods seem the most sensible to you? Why?

2. What are some causes of bad moods?

3. When does being moody become a serious problem?

ADULT - CHILD RELATIONSHIPS

Teacher's Resource Booklet

Sample Strategy

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

RESOURCES: ADULT-CHILD RELATIONSHIPS

BREAD & BUTTERFLIES

The following lessons in this book can be used when dealing with the area of adult-child relationships.

P. 58 "I Agree...You're Wrong"

P. 98 "People Need People"

This book is designed to be used in conjunction with 15-minute T.V. programs which were aired two years ago. It is obviously to our disadvantage that we do not have this visual aid available now. However, the programs are well summarized so that the related activities and discussion questions can still be utilized.

The lessons include:

- lesson goals
- motivation questions before the program
- program summaries
- discussion questions for use after the program
- short and long term follow-up activities

From the book: MEETING YOURSELF HALFWAY

The following strategies can be used when dealing with the area of adult-child relationships.

Strategy #15 Who Comes to My House
23 Circles of Privacy

Accompanying each strategy are:

- Introductions directed at students
- Directions for students
- Ditto master

Many activities in this book are similar to those in the Values Clarification book, but the introduction and masters provide additional ideas.

RESOURCES: ADULT-CHILD RELATIONSHIPS (continued)

From the resource book VALUES CLARIFICATION

The following two strategies explore the area of values surrounding adult-child relationships.

Strategy #38 Who Comes to Your House
70 Resent - Demand - Appreciate

Included in the sections:

- Purpose
- Procedure
- Suggestions to the teacher
- Additional suggestions

From the Argus kit "MAKING SENSE OF OUR LIVES"

The packet "School's a Drag" lends itself to the area of adult-child relationships. The packet contains:

- Teacher Guide Sheet
- Dittos for students
- Poster

From the Argus kit on CONSEQUENCES

The following numbered cards delve into some aspects of the adult-child relationship. Decisions are illustrated and students are asked to consider the ramifications.

#'s 31
39
44
54
61
67

From the kit on SENSITIVITY (Argus)

The following numbered cards deal directly with the adult-child relationship. Teachers and their relationship to students is included. The cards are situational and ask "What would you do?"

#'s 17, 18, 19, 20, 21, 23, 24
26, 27, 28, 29
45

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

LOOK AROUND YOU

For many years a famous cartoonist has drawn a series about public behavior. He shows a sad faced bird watching a child who is misbehaving. He says, "This is the watch bird watching you." Look around you when you are out in public. There are many watch birds watching you.

People judge you and your family by the way you act on the street, in school, at public places, and in your friends' homes. Not only that, but they judge all teenagers by the way you act. Adults know that teenagers are full of fun, have lots of pep, and enjoy laughing, talking and fooling. This is wonderful, and no one objects to your having a good time - in the proper places!

There is a proper type of behavior for every occasion. Would you act the same way at the movies that you act at a football game? Of course you wouldn't, but some teenagers can't seem to tell the difference between the two places. There are some teenagers who show no concern for the rights of others. They use offensive, vulgar language in public. They destroy and deface property. They won't wait their turn. They push and shove each other and bump into older people on the street. How about that watch bird? How does he feel when he watches you?

What do you think about your public manners? Would you say you considered other peoples' feelings?. Remember that if you want people to be considerate of you, then you must be considerate of them.

Let's Talk It Over

1. A lady who moved to Massachusetts from Louisiana said that she wished the boys and girls up north had the good manners that southern boys and girls had. Do you think she was fair in her criticism of teenage manners in our state?
2. Have you known a boy or girl from a southern state? How did his or her manners compare with yours?
3. What are some little courtesies to older people we sometimes neglect?
4. Choose some public place such as restaurants, libraries, etc., and explain what you think appropriate behavior is for each one.

DEALING WITH CHANGE

Teacher's Resource Booklet

Sample Activity

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

I'D LIKE TO CHANGE

How do you feel about yourself? We've been talking about you for quite a few weeks now. You've had a chance to discuss some ideas which are important to you. Are you satisfied that you are making the most of yourself, or are there some things about you that you would like to change? Some things about you can't be changed, of course. Other things can. When you think about making changes, decide on those things you can't change, then forget about them. Then think about things you would like to change and can change. What are you going to do about them?

Do you have a special dream you'd like to see come true? Is it a reasonable and sensible dream? Start making it come true. You can if you think you can. Keep on dreaming, but start working for it, too. All of the great things in the world have bden accomplished by people who worked to make their dreams come true.

Most people thought that Charles Lindbergh could not fly across the Atlantic alone. This verse was written after he completed his journer.

Somebody said it couldn't be done
But he, with a chuckle, replied
That maybe it couldn't, but he would be one
Who wouldn't say so till he'd tried.
He waded right in with the trace of a grin
On his face - if he worried he hid it;
He started to sing as he tackled the thing
That couldn't be done - and he did it.

Don't just say you'd like to change your attitude toward school, or that you'd like to meet your responsibilities better, or you'd like to break a bad habit. Do something about the thing you'd like to do. You can double your value to yourself and others if you strive to be your best possible self.

Let's Talk It Over

1. What are some things about a person which can't be changed?

2. What are some things that boys and girls would like to change about themselves which might require courage?

3. Where can you get help in making changes which will benefit you?

4. Have someone tell you the story of Helen Keller. Why is she such a remarkable person?

5. What other great people do you know who overcame serious problems and went on to greatness?

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RESOURCES: DEALING WITH CHANGE

BREAD & BUTTERFLIES

The lesson entitled "Choosing Changes" (pp. 118-126) in this book can be used when dealing with the area of dealing with changes.

This book is designed to be used in conjunction with 15-minute T.V. programs which were aired two years ago. It is obviously to our disadvantage that we do not have this visual aid available now. However, the programs are well summarized so that the related activities and discussion questions can still be utilized.

Accompanyint the lesson are:

- a lesson goal
- motivation questions before the program
- a program summary
- discussion questions for use after program
- short and long term follow-up activities

From the book: MEETING YOURSELF HALFWAY

Strategy #29 "I Resolve..." can be used when dealing with the area of dealing with change.

This strategy includes:

- an introduction for students
- directions for students
- ditto master

From the Resource Book VALUES CLARIFICATION

Strategy #42 "Values in Action"

This strategy, listing purpose, procedure, suggestions for the teacher, and supplementary information will be useful in dealing with the topic area, "Change".

STUDY HABITS

Introduction Sheet

Suggested Activities

STUDY HABITS

Note to teacher: The following are some general hints to students for improving their study habits and techniques. It is suggested that they be presented by the homeroom teacher either orally, on a ditto, or on the board, with some discussion as needed. The teacher may also consider it beneficial to the students to copy them into a notebook. The suggested activities follow. There is also more detailed information on study skills such as notetaking, following directions, etc., available in the reading room.

For years learning is going to be your job. Why dot find out how to do it the easiest and best way now? The following are several hints for you in order to improve your study habits. Follow them faithfully, and you can almost guarantee improvement.

I. Make a schedule for yourself, preferably to cover a week at a time. In making a schedule consider this advice:

   A. Study most subjects as soon after class as possible.
   B. Work in short units: a hard job and an easy one, or a hard job and a rest.
   C. Provide time for rest and fun.
   D. Revise your schedule to meet the demands of reality.
   E. Use odd moments. And there are more of them than you realize. Always carry around a job with you. People will not like you less for doing your work instead of chatting with them. Don't let others steal your time. Time is all you have. The better you use it, the more of it you have to use. But get your work done first. Then you can relax with a free conscience.

II. When you must do some serious study reading, keep in mind the following suggestions. (Study reading, as you may know, is the attentive, thoughtful reading method that you apply with the serious purpose of understanding and remembering.)

   A. Prepare yourself for serious concentration. Try to choose a time and place that will afford you freedom from interruption. A quiet room, good reading light, and a straight-backed chair are aids to concentration. (Most people tend to daydream in a soft eady chair that encourages curling up or slouching. If you relax too thoroughly, your mind will wander.) Also, have on hand all the materials you will need - dictionary, paper, pencil, etc.
   B. Read with a purpose.
   Are you studying to discover a method of doing something? to find out about a new experiment? to learn the aughor's reasons for holding a certain viewpoint? Define your purpose before you begin to read; always keep your purpose in mind as you read.
   C. Use preview-skimming.
   Skim for the main ideas before you begin to study. This will fix in your mind the train of thought that the author will develop. Keep this train of thought in mind on your second careful reading of the material.

STUDY HABITS (continued)

D. Maintain a brisk reading pace.
Read as quickly as you can while still achieving comprehension. Too-slow reading allows your mind to wander; you are not challenging it to absorb ideas quickly enough.

E. Take notes or underline.
This study technique, which can be used both when you're reading a textbook or listening to a teacher's lecture, has many advantages. Mainly, it keeps you alert, and gives you something to review later.

F. Stop as soon as your mind begins to wander.
Many people find that they concentrate best during brief - perhaps half-hour - periods. Then after a five to ten minute break, they return to study with renewed interest. Don't fool yourself with the idea that Time Spent - Work Done. Time Spent may equal daydreaming, worrying, feeling sleepy, gossiping. But Work Done - Work Done. The purposeful concentrator may spend one quarter of the time that the daydreamer wastes.

G. Review what you've learned within 24 hours.
It has been proven that most of your forgetting will take place within the first 24 hours. To eliminate this forgetting, review before that amount of time has passed.

SUGGESTED ACTIVITIES

1. Using worksheets similar to the one on the following page, have students work up a schedule of their day-to-day activities. Two weeks later, have them review this schedule. At this time have the group discuss the following questions:
   A. What are the biggest obstacles to studying? What keeps you from getting down to work? How can these obstacles be overcome?
   B. Is it best to study at the same time every evening? Is it possible or desirable, considering outside activities and T.V.?
   C. What revisions are you making in your study schedule?

2. Read the following questions and have the students write down their answers. Then go through the questions again and discuss as a group.
   A. Do you write down each assignment accurately and make sure you understand exactly what you are to do?
   B. Do you do enough work in advance of the due dates to keep from having work stack up?
   C. Do you have a place to study at home which is relatively free from distractions, and do you use it?
   D. Do you strive to find purpose in your studying and attempt to apply purposes to each item you will want to recall?
   E. Do you try to set goals and time limits for yourself?
   F. Do you take breaks every half-hour or so?
   G. When studying for tests, do you study at a number of different times?
   H. Do you take notes? during class? when you read?
   I. Do you try to participate in class discussions?
   J. Do you always check your work for errors?
   k. Do you study even when you don't feel like studying?

MY WEEKLY SCHEDULE

This is an opportunity for you to schedule your daily activities so that you can attain maximum efficiency; that is, so that you have the most leisure time and still have completed all of your necessary work successfully.

After you have drawn this picture of your activities, you may find that some things seem out of balance. From time to time, you may find that you want to change some things in order to increase your chances of success.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
7:00							
7:30							
8:00							
Per. 1							
Per. 2							
Per. 3							
Per. 4							
Per. 5							
Per. 6							
Per. 7							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

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HOW ABOUT HOME WORK

When you were in elementary school, you probably didn't give too much thought to home work. Maybe once in awhile you had to look up something for a class or make a collection for school or do some little job outside of school hours. Now here you are in junior high school, and having a pretty regular home work schedule. Maybe you wonder what this home work is all about, and why your teachers bother to give you home work.

There are at least five good reasons for having home work and for your doing a good job on it. Here are the five reasons. Can you think of any others?

1. To give you a chance to practice the skills you have learned in school.
2. To help you master the content of your school courses.
3. To provide a chance for you to do creative work, particularly in interesting projects and research.
4. To encourage you to do independent reading.
5. To give time for extra study, review or advanced work which an individual student might require.

If you hadn't thought about home work in this way before you will want to do some thinking about why you are doing home work. Why would "independent work" be a better name than home work?

Every so often a junior high school boy or girl will say, "We never have enough home work." Is this really true? Are there other kinds of home work besides written assignments? What are your ideas on the subject?

Let's Talk It Over

1. Answer some of the questions we've asked in this worksheet. What are your feelings about home work?

2. What can best be studied at home? Which subjects are easier to study in school?

3. Should your parents help you with your home work? Why?

4. Why do you think some students come to school with their home work not done?

5. What are some things people say when their home work is not done? Are these reasons or just excuses?

READING PUBLIC SCHOOLS
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GO DO YOUR HOMEWORK

We've all learned in English class that an imperative sentence gives commands. There is one imperative sentence that no one likes to hear. It is, "Go do your homework." Little as you like to hear this command, your parents like to give it even less. Wouldn't it be more pleasant for them and for you if you took the lead in doing your homework this year?

Use this little checklist to see how you rate.

	Seldom or Never	Usually	Always
1. The marks I get show I do my best.	____	____	____
2. I can do all my homework and still have time for fun.	____	____	____
3. I keep an assignment notebook.	____	____	____
4. I study at a definite time and place.	____	____	____
5. I keep my mind on my work.	____	____	____
6. I find and remember the main points about my work.	____	____	____
7. I pass my work in on time.	____	____	____
8. I can use reference materials easily.	____	____	____
9. I use care and good vocabulary to express my thoughts.	____	____	____
10. I ask my teacher for help if I haven't understood the lesson.	____	____	____

If you have checked anything under the seldom or never column, you need work in this area. Think it over. Could some careful planning of your homework help you? Even if you are an honor student, maybe organizing your work in a new way would give you more free time.

The most important point to remember is that you and you alone are responsible for getting your homework done. Parents can push and prod if they have to, but you have to do the work. Why not be a leader in this field?

Let's Talk It Over

1. What are some things you can do to become a better student?
2. Make a list of tips to help you improve your study habits.
3. Who can help you develop better study habits?
4. List some practical suggestions for making the most of study hours.
5. Describe how you study for a test.

READING PUBLIC SCHOOLS
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MAKING A GUIDE

Suppose each morning when you got up you knew what you were going to do every minute the whole day through. It wouldn't be much fun, would it? You'd soon be like a machine, doing things automatically and never having time for the unexpected, exciting things which make your life interesting. This is one extreme of time planning - too strict scheduling.

There is another extreme that's just as bad. Do you remember the old story of the grasshopper who was so busy having a good time that he made no plans for the future and starved to death when hard times came? He is an example of the other extreme - no time planning at all.

How can you hit upon a middle path so that you can do well in school and still have time for all the things you want to do. Let's take a typical seventh grade student. We'll call him Tom and see how he solved this problem.

First, he figured out how many hours of the day he had to use. Since he got up at seven in the morning and went to bed at nine-thirty at night, he decided to make a schedule to see if he could fit in everything he wanted to do. Next he decided what he had to do each day. He listed things like eating, going to school, doing chores and homework. He made a chart and filled these things in. Then he decided what he wanted to do. Some of these things were sports, hobbies, family activities, play, TV and radio. When Tom completed his chart, it looked like this.

Time Chart For School Day

Time	Activity
7:00 - 8:00	Prepare for and get to school. Do morning chores.
8:00 - 2:45	School Time - Use study periods to best advantage.
3:00 - 6:00	Sports or other after school play time or activities.
6:00 - 7:00	Dinner and family activities.
7:00 - 8:00	Study time - in usual place.
8:00 - 9:30	Recreation, TV, Hobbies until bedtime.

Let's Talk It Over

1. How can Tom best use this guide? What can he do about scheduling time on a night when a scout meeting takes the time from 7 until 9? How can he adjust the schedule for unexpected events?
2. Do you think Tom's choice of bedtime was a wise one? Why?
3. Will Tom need to devote any time to studying over the weekend? Should he schedule his weekend?
4. How would you vary Tom's schedule to suit you? Would a time schedule help you?

READING PUBLIC SCHOOLS
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YOUR STUDY HOURS

Study is work. There's no question about that. What is the purpose of your studying? There can be many reasons. You may just like to find out about new things. You may want to succeed in school or prepare yourself for your life's work. You may want to make good grades. You may want to please your parents by studying hard. Everyone has good reasons for studying. What are your reasons?

Once you have thought about your reasons for studying, you will want to take some steps to help you make the most use of your study hours. One book gave these as pointers for successful study. Can you think of some more?

1. Develop your study skills.
2. Have a proper place to study.
3. Plan your schedule.
4. Prepare assignments.
5. Get the facts.
6. Participate in class discussion.
7. Do your best.

How do you stand? Have you been practicing these suggestions as you studied? You could say, "That's all well and good, but how do I improve my study skills?"

Try these ideas for learning new material. They really help.

1. Read the whole lesson through. Pay attention to the ideas the writer is trying to get across.
2. Read the lesson again. Take it a small section at a time. Be sure you understand just what each section means.
3. Close your book and answer any questions that you have on the material.
4. Refer to your book to see if the questions are answered right. Correct any errors or add anything you have forgotten. If your teacher has given you a list of questions, write out the answers.
5. Cover your answers, and be sure you can answer every question.

Let's Talk It Over

1. Do you know what a topic sentence is? How does the topic sentence help you in studying a paragraph?
2. Look at the pointers for successful study. How does wach one of them fit your needs?
3. How does asking questions in class help you make the most use of your study hours?
4. Would you like to find out more about developing good study habits? Can your homeroom teacher, classroom teacher, and guidance counselor help you? How?

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

PREPARING FOR A TEST

Some boys and girls who know they must take a test the next day rush home from school, and try to study a whole unit's work in one night. This is called cramming. They try to cram their heads full of all the things they should have been working on over a long period of time. Others prepare for a test by taking a quick look at the book or their notes, and trust to luck even though they have made no adequate preparation. Unfortunately, neither of these methods works very well for most people. There is only one way to do well on a test - prepare for it!

Preparation for a test must begin on the day the class begins. If you work hard each day, do your homework honestly and have your class work prepared, pay attention in class and ask questions about things you don't understand, you will have no trouble when exam time comes.

Here are 10 hints to help you prepare for a test. These will help if you follow the suggestions in the previous paragraph.

1. Review some material each day. Devote part of your study hours to reviewing material covered in class.
2. Read over your notes each night. Be sure they are clear to you.
3. Devote enough time to review. Work out a schedule of review which is best for you.
4. Occasionally study with 1 or 2 of your friends. Check each other.
5. Look up anything you are not sure of. Consult other references besides your text book.
6. Know what to study. Listen carefully to announcements the teacher makes about tests.
7. Notice the things the teacher emphasized in class.
8. Learn to use unfamiliar words. Try to add new words to your vocabulary each day.
9. Try to develop proper sleeping and eating habits so that you will be at your physical best.
10. Make a final check the night before the test. If you've missed any points of preparation, try to do better by the time the next test comes.

Let's Talk It Over

1. Can making an outline help you in studying for a test? What other helpers can you use to help you review?
2. Is it very wise to guess on a test?
3. What is the difference between an essay test and an objective test? Would the rules for preparing for a test work as well for both kinds of tests?

READING PUBLIC SCHOOLS
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SPECIAL HINTS FOR TAKING A TEST

On the day of a test you arrive ready to work. Check your supplies. Do you have everything you need? Have with you exactly what you need. Store away all extra items or objects which will distract you from the test.

Now, get settled. Arrange your pencils, pens and other materials so that they are convenient. Make yourself comfortable. Relax as much as possible so that you can devote full attention to your work.

If the test is written on the blackboard, or if you have a sheet with questions on it, read the whole test first. See what directions are given. Read the directions carefully so that you will do exactly what you are supposed to do. If you have a choice of questions, decide which ones you want to answer.

Plan your time. Will all the questions have the same value? Are there any easy questions? If so, answer these first. You will be sure of receiving credit for these. Must the questions be answered in order, or can you answer as you choose? Plan your work around the answer to this question.

Once you have planned your time and have the easy questions out of the way, tackle the difficult ones. How much time do you have left? Should you give equal time to all the remaining questions, or will some require greater effort than others?

Think before you write. Try to organize your answer so that there is a logical order to it. Stick to the facts. Use examples and illustrations to explain what you mean, but don't put in unnecessary information just to fill up paper. Take time to relax for a few seconds before beginning each question. This will help relieve tension and keep you from becoming tense and nervous.

Finally, check your work. Look for careless errors you have made. Don't plan to make any major changes, but check for small mistakes.

Let's Talk It Over

Discuss the following types of tests with your teacher.

1. How do each of these tests vary?
    a. Essay
    b. True - False
    c. Multiple Choice
    d. Completion
    e. Matching
    f. Rearrangement

2. Can you make a list of special helps so that you will do well in each of the above tests?

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

IF TESTS ARE YOUR PROBLEM

So often we hear junior high school students say, "I don't like tests," or, "I never do well on tests," or, "I'd get good marks if it weren't for tests." Parents tell us that Johnny or Jane freezes when a test is given, and can't think of the right answers. Tests are of concern to everyone. Because tests are important, and because so many people are afraid of tests, we'd better talk about what a test is and what value it has for you.

A test is a measuring stick. It tells how much you know about a subject and how much knowledge you have gained after you have studied a subject. At your age, you are concerned with the tests you must take in school. These tests show two things - your strong points and your weak points. If you know your weak points, you can generally improve upon them.

There are many different kinds of tests which you will take in school. Brief quizzes at the end of your lesson serve as a check to see if you have used your time wisely. Unit tests help you and your teacher judge the skills and knowledge you have gained over a period of time.

Your feelings about the test and the way you have prepared for the test have a great deal to do with your success on that test. Since we will be talking about preparing for a test next time, let's talk about feelings and their affect on test results.

Let's Talk It Over

1. How can a person gain self-confidence in taking a test?
2. Can being worried about a test upset your ability to think clearly? What happens to you when you are worried about a test?
3. List as many reasons as you can that cause people to worry about taking tests.
4. What can you do if you think a test has been unfair?
5. Do you think that people who have prepared well for a test worry about taking the test? Why?
6. Why do people freeze up during a test? What can they do to solve this problem?

MONEY

Teacher's Resource Sheet

Sample Strategies

READING PUBLIC SCHOOLS
READING, MASSACHUSETTS

RESOURCE: "MONEY"

From the Book: BREAD & BUTTERFLIES

The lesson entitled "Treasure Hunt" (pp. 12-19) in this book can be used when dealing with the area of money.

This book is designed to be used in conjunction with 15-minute T.V. programs which were aired two years ago. It is obviously to our disadvantage that we do not have this visual aid available now. However, the programs are well summarized so that the related activities and discussion questions can still be utilized.

This lesson on money includes:

- lesson goal
- motivation questions before the program
- program summary
- discussion questions for use after programs
- short and long term follow-up activities

READING PUBLIC SCHOOLS
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PAYING YOUR WAY

By the time most people get to the junior high, they are interested in earning some of their own money. Boys, in particular, find their expenses become heavier as they get on into high school, and they seek ways to supplement their allowances. Many seventh and eighth graders like to earn their own money and depend on their families only for major expenses. Some boys and girls find it necessary to earn their own way because their families cannot meet the added expenses. This is no disgrace. Teenagers who work at some kind of regular job have a sense of worth which is most valuable to them. If it is possible, teenagers who work should start a savings account. This helps them to plan for major expenses as they come along.

Some seventh and eighth graders are able to obtain part-time after-school work in local businesses. Although most business establishments require a person to be sixteen for employment, some places are able to hire fourteen and fifteen year olds. Places where this type of employment can be found are restaurants, soda fountains, stores, greenhouses, nurseries, specialty shops, boys and girls camps, auctions and boat supply businesses. Jobs in these areas are limited, and often boys and girls under sixteen must have ingenuity in creating a job for himself.

Specail abilities can often be used. Some junior high students care for children, pets or plants. Others raise and sell things to their neighbors. Plants, hand made articles and interesting projects like photography provide good saleable items. Still others find selling candy, papers, magazines, cards and the like very profitable. People who can do minor repair work on appliances, bicycles, furniture and radios can generally find plenty of work to keep them busy. There ary many services to neighbors that can be supplied by you. Use your immagination, create a job for yourself.

Let's Talk It Over

1. Should teenagers keep an account of the money they spend? Is it possible for teenagers to budget their money?

2. What are some everyday expenses of junior high students? What would be considered a major expense? Are these expenses unusual?

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EMPTY POCKETS

Many boys and girls come to the guidance office to ask about part-time work. It is difficult for a boy or girl under sixteen to get a job in business. Here are some suggestions of jobs you might do to help you fill up those empty pockets. Some are for boys only, and some are for girls only, but some either boys or girls can do.

1. Services to neighbors - errand running, garage and cellar cleaning, ironing, polishing silver, leaf raking, garden care, grass mowing, snow shoveling, household repairs, houscleaning, car washing - cleaning - polishing, painting - fences - rooms - lawn furniture, caring for pets, caring for plants, baby sitting, tutoring younger children, removing and burning trash, putting on storm windows and screens.

2. Self-Employment Business -

   Selling - papers, stationery, greeting cards, candy, magazines, hand made articles, ceramics, plants, Christmas trees, flowers, eggs and other products.

   Repair Work - small appliances, furniture, clothing, radios, bicycles, sports equipment, tools.

   Contract Work - see the services to neighbors list. Many of these jobs can be done on a yearly basis for some neighbors. Example: yard care might be arranged to cover all four seasons of the year.

   Work with children - Saturday morning play school for toddlers, mother's helper, making and selling dolls or other toys, making and selling children's or doll's clothes.

3. Jobs in Business - sometimes other jobs are open to boys and girls who are 14 or 15. Places where employment can be gained are libraries, green houses, some retail stores, soda fountains, news counters, restaurants, apartment houses, with salesmen for deliveries, camps (junior counselors), nurseries and garden supply shops, gift shops, auctions, churches, drugstores, and board yards or marinas.

Let's Talk It Over

1. Can you add to any of these lists of jobs, or do you know about jobs not covered in this paper?

2. How can individual talents be used to make money? For example, How could a boy or girl with musical ability earn money with his ability?

3. What is the value of a part-time job for a teenager?

Walter S. Parker Junior High School
45 Temple Street
Reading, Massachusetts

Grade 7 - Pupils' Guide

June 1978

Welcome to Parker! This guide will give you a summary of important facts about our school. In addition, each 7th grader will be given a school handbook in September that explains in greater detail many of the items listed below.

Program of Studies: You will be given a schedule of your classes when you come to school in September. This will list the subjects you are taking and the times you will take them. The marking system is A, B, C, D, F. A grade of D is the lowest possible passing mark. Effort marks are indicated by a 1, 2, or 3, beside the letter grade. Conduct will be indicated for each subject as satisfactory, needs improvement, or unsatisfactory (S, N, or U). Promotion is based upon the successful completion of the year's work in Grade 7. Your teachers will discuss your schedule and the marking system with you. The school day is divided into seven periods. Bell schedules, home room periods, your opportunities, and your responsibilities are some of the topics your teachers will be discussing with you early in the school year.

Grouping: You will be scheduled in the major subjects of English, Mathematics, General Science, and Social Studies primarily on the basis of Grade 6 teacher recommendations.

Attendance: School attendance is required by state law until you have reached age sixteen. The law permits illness as the reason for absence. You should not be out of school for trivial reasons. On your return to school after an absence you must bring a note from your parents explaining why you were absent. If you should forget your note report to Mrs, Williamson, the school secretary, for a slip to admit you to class. You are expected to check with each teacher to find out what assignments and tests you have missed, and to make them up.

Time of Arrival: All pupils must be in their homerooms by the final bell at 8:15. You may come into the building at 8:00 - go to your locker and then to your homeroom. In bad weather pupils may come into the building if necessary before 8:00. Go to the auditorium and sit quietly until you are dismissed to go to your homeroom. If you should be late for school, report directly to Mrs. Williamson in the office for an admit slip.

Care of Property: We are proud of Parker Junior High School. The custodians work hard to keep the school in good condition. You can help by taking care of all school property. You are responsible for all materials such as books which are loaned to you. You must pay for the loss or mistreatment of any school property.

Illness: If you are ill during the school day, speak to your teacher. Report any accident immediately. The school nurse is available when necessary. Your teacher will see that you are taken care of and will notify the office when you are sick or hurt.

Dismissal: Permission to be dismissed will be given only to those people who bring a note from home to the Office requesting dismissal. Phone calls for dismissal cannot be accepted. The office will make arrangements for dismissing sick pupils. Never leave the building before closing time unless you have office permission.

(over)

Lunch: Every boy and girl is assigned a regular lunch period during the school day. No food is to be taken from or eaten outside the cafeteria. Lunch is forty cents and the cafeteria operates on a cash basis. Special desserts are sold for five or ten cents. Ice cream is fifteen cents. Some students prefer to bring a lunch from home and these are kept in your locker until lunch time. Remember - if you plan to buy lunch - bring your lunch money.

Smoking: Smoking is strictly forbidden at all times in the school building or on school grounds. Pupils who break this rule will be suspended from school. Cigarettes must not be brought onto school premises.

General Rules: Many of the school rules cannot be covered in this brief guide. During the first few weeks your teachers will be talking with you about these rules.

1. Classroom behavior
2. Behavior at assembly, lunchroom, etc.
3. Traffic in the corridors
4. Teachers' requirements for class work
5. Supplies needed
6. Homework and make-up work
7. Help from teachers
8. Staying after school
9. School grounds
10. Locker use
11. Telephone use
12. Use of bicycles
13. Lavatory permission
14. Anything else you have a question about

Special Helpers: Mr. Delaney, school principal; Mr. Quinn, your guidance counselor; Mr. Butcher, assistant principal; Mrs. Williamson, school secretary; Mrs. McMahon, the school nurse and Mrs. Quinlan, teacher aide; are in the office on the first floor and are available to help any boy or girl with a special problem.

Dress: A School Committee regulation states, "Dress patterns may change with varied style trends, however, unattractive, extreme and questionable fads have always been frowned upon. Clean, neat, appropriate clothing, along with the basics of good grooming, are recommended ...." The principals of the Senior and Junior High Schools will continue to consider clothing that over-exposes parts of the body or which reflects poor taste inappropriate for school wear and they will be the final authorities on this matter. It is also agreed that students shall not be in school in bare feet or wear heavy footwear that will damage floors.

Gym Suits: You will need a gym suit for the classes in Physical Education which you will have here and in the Senior High School. Gym suits may be purchased at Parker Junior High in September. Also, all students are required to have sneakers, white socks and supply their own towels.

We welcome you to the Walter S. Parker Junior High School. We hope your stay here will be pleasant and profitable.

7th Grade Student Survey

October 1976

Question 1.

I am a boy girl (circle one)

Question 2.

Circle the word which best describes how you felt the first day of school.

A. Enthusiastic C. Confused

B. Comfortable D. Afraid

Question 3.

Did you know what to expect when you entered Parker?

Yes No

Question 4.

Did the slide program presented at your elementary school last year help prepare you for Parker?

Yes No

Question 5.

Do you think your parents are very well informed about Parker?

Yes No

Question 6.

Did the tour of Parker last June help prepare you for Parker?

Yes No

Question 7.

Do you think your homeroom teacher has tried to get to know you?

Yes No

Question 8.

Which of the following has helped you become adjusted to (get used to) Parker? Circle all that helped.

A. Handbook
B. Home Room Teacher
C. Fellow students
D. Parents
E. Other

Question 9.

Do you now think you have a clear understanding of the rules of the school?

Yes No

Question 10.

Circle which of the following best describes your adjustment to (getting used to) the school.

A. Smooth and easy
B. Some small problems
C. Difficult but getting better
D. Very difficult and still a problem

Question 11.

Has life at Parker been what you expected?

Yes No

7th Grade Student Survey
October 1976

Question 12.

How much has the handbook helped you?

A. Constantly

B. Very often

C. Once in a while

D. Not at all.

DISCIPLINE REPORT
Quarter 1 2 3 4

Name ______________________________ H.R.______ Date________

1. Nature of the Offense:

____
Teacher's Signature

2. Discipline Accorded:

____
Signature Date

3. Sent to Office on ______________________________

4. Number of Discipline Reports for student this year.

5. To the Parent:

Teachers submit these forms for serious or repeated offenses only after they have tried other means of getting the pupil's cooperation.

If your child receives three of these notices you can expect a call from Mr. Butcher. Should you care to call before the third offense, please feel free to do so. It is important that we have your cooperation at all times.

____
Assistant Principal

Please sign and return this form to Mr. Butcher.

____
Parent

STUDENT OPINION INVENTORY

The purpose of this questionnaire is to assist your school in learning more about its instructional program. Your opinions and attitudes are of vital importance in helping your school learn more about itself.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Do not sign your name or identify yourself in any way.

Remember, you will be assisting your school in learning more about itself.

PART A

Directions

Please read each item carefully. Note there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected.

Example: How satisfied are you with your progress in mathematics this year?

A. Very satisfied
[✓ B.] Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

The Student Opinion Inventory, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

NATIONAL STUDY OF SCHOOL EVALUATION
2201 Wilson Boulevard, Arlington, Virginia 22201

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STUDENT OPINION INVENTORY

PART A

1. In how many of the student activities that you participate in are the students involved in planning the activity?
   - A. All
   - B. Many
   - C. About half
   - D. Few
   - E. None

2. In how many of the activities of your school would you feel that you would be accepted?
   - A. All
   - B. Most
   - C. About half
   - D. Few
   - E. None

3. How many student activities (clubs, parties, plays, athletics, etc.) that you would like to participate in, do you participate in?
   - A. All
   - B. Most
   - C. About half
   - D. Few
   - E. None

4. How often do you feel that you "belong" in your school?
   - A. Always
   - B. Usually
   - C. About half the time
   - D. Seldom
   - E. Never

5. How many sponsors of the activities that you participate in seem well suited to the activity?
   - A. All
   - B. Most
   - C. About half
   - D. Few
   - E. None

6. How many of your teachers seem to care if you learn the subject they teach?
   - A. All
   - B. Most
   - C. About half
   - D. Few
   - E. None

7. How often do your teachers clearly explain *what* to do on assignments?
   - A. Always
   - B. Usually
   - C. About half the time
   - D. Seldom
   - E. Never

8. How much help do your teachers usually give you with your schoolwork?
   - A. All the help I need
   - B. Most of the help I need
   - C. About half the help I need
   - D. A little of the help I need
   - E. None of the help I need

9. How many of your teachers make sure you understand what they teach in class?
   - A. All
   - B. Most
   - C. About half
   - D. Few
   - E. None

10. How often do your teachers clearly explain *how* assignments are to be done?
    - A. Always
    - B. Usually
    - C. About half the time
    - D. Seldom
    - E. Never

11. How many of your teachers are willing to give students individual help outside of class time?
    - A. All
    - B. Most
    - C. About half
    - D. Few
    - E. None

12. How many of your teachers give you enough personal encouragement in your schoolwork?
    - A. All
    - B. Most
    - C. About half
    - D. Few
    - E. None

13. How much help does your counselor give you in the selection of a college, vocational, or trade school?
    - A. All the help I need
    - B. Most of the help I need
    - C. About half the help I need
    - D. Little of the help I need
    - E. None of the help I need

14. How much help does your counselor give you in the selection of courses?
    - A. All the help I need
    - B. Most of the help I need
    - C. About half the help I need
    - D. Little of the help I need
    - E. None of the help I need

15. In general, are you satisfied or dissatisfied with the way you are treated by your counselor?
    - A. Very satisfied
    - B. Satisfied
    - C. Neither satisfied nor dissatisfied
    - D. Dissatisfied
    - E. Very dissatisfied

16. How much help does your counselor give you in the selection of a vocation?
    - A. All the help I need
    - B. Most of the help I need
    - C. About half the help I need
    - D. Little of the help I need
    - E. None of the help I need

17. How much help does your counselor give you in solving your personal problems?
    - A. All the help I need
    - B. Most of the help I need
    - C. About half the help I need
    - D. Little of the help I need
    - E. None of the help I need

18. If you had a problem or suggestion for the administration, how long would you have to wait to talk to a member of the administration?
    - A. I could talk to the administration immediately.
    - B. I could talk to the administration within the day.
    - C. I could talk to the administration within a week.
    - D. I could talk to the administration within a month.
    - E. I couldn't talk to the administration at all.

19. In general, are you satisfied or dissatisfied with the way you are treated by the administration?
    - A. Very satisfied
    - B. Satisfied
    - C. Neither satisfied nor dissatisfied
    - D. Dissatisfied
    - E. Very dissatisfied

20. In general, how often does the administration seem to really care about you as an individual?
    - A. Always
    - B. Usually
    - C. About half the time
    - D. Seldom
    - E. Never

21. Are you satisfied or dissatisfied with the way the administration includes the students in making decisions about matters which directly affect the students (dress code, assemblies, etc.)?
    - A. Very satisfied
    - B. Satisfied
    - C. Neither satisfied nor dissatisfied
    - D. Dissatisfied
    - E. Very dissatisfied

22. How much personal encouragement does the administration give you concerning your schoolwork?
    - A. All the encouragement I need
    - B. Most of the encouragement I need
    - C. About half the encouragement I need
    - D. Little of the encouragement I need
    - E. None of the encouragement I need

23. Does the administration talk to you as an individual on all occasions?
    - A. Always
    - B. Usually
    - C. About half the time
    - D. Seldom
    - E. Never

24. How much of what you are studying do you think will be useful to you in everyday living?
    - A. Everything I am studying
    - B. Most of what I am studying
    - C. About half of what I am studying
    - D. Less than half of what I am studying
    - E. None of what I am studying

25. In how many of your courses are you satisfied with the methods used to teach the courses?
    - A. All
    - B. Most
    - C. About half
    - D. Few
    - E. None

26. Regardless of what your grades may be, in how many of your school subjects would you say that you are "learning a lot" this year?
    - A. In all my subjects
    - B. In most of my subjects
    - C. In about half of my subjects
    - D. In less than half of my subjects
    - E. In none of my subjects

27. How many of the things that you should be learning right now are being taught in your school?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

28. All things considered, how much do you think you are learning from your schoolwork?
    A. All that I can learn
    B. Almost all that I can learn
    C. About half of what I can learn
    D. Somewhat less than I can learn
    E. Considerably less than I can learn

29. In general, how proud or ashamed of your school are you?
    A. I am very proud of my school.
    B. I am proud of my school.
    C. I am neither proud nor ashamed of my school.
    D. I am ashamed of my school.
    E. I am very ashamed of my school.

30. How would you rate "school spirit" at your school? (Consider students support of athletic teams, charity drives, class money-raising projects, etc.)
    A. Excellent
    B. Good
    C. Adequate
    D. Poor
    E. Very poor

31. In general, are you satisfied or dissatisfied with your school?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

32. In general, how well satisfied are you with the variety of the subjects that your school offers?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

33. How satisfied or dissatisfied are you with the variety of student activities that your school offers?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

34. How satisfied are you with the number of student activities that your school offers?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

ADELPHI UNIVERSITY NATIONAL TRAINING INSTITUTE

P.O. BOX 403, SAYVILLE, NEW YORK 11782

DIRECTOR: GERALD EDWARDS, ED.D.

516-589-7022

April 1, 1977

Mr. John D. Delaney
Principal
W.S. Parker Junior High School
45 Temple Street
Reading, Massachusetts 01867

Dear Jack:

I am writing to review with you my reactions to your affective education program.

This program is run with homeroom units in a regularly scheduled classroom period. The teachers have required material to cover with students, i.e., a handbook specifying rules and expectations, and recommended material based on value clarification work by Simon et al. The value clarification material is focused on developmental problems that junior high students are likely to experience. In addition to specifying content, the values clarification materials suggest critical issues or questions and general approaches.

The primary strengths of this approach are: it insures each student has the opportunity to examine and reflect upon social issues relevant to the student on an ongoing basis.

Secondly, it provides teachers with a structure for dealing with concrete social issues relevant to students and teachers. This probably accounts for the strong support for the program among teachers and their willingness to conduct the program.

The major problem I saw came from the teacher's difficulty in integrating the changed role necessary in your program. The process of developing individuals with a mature socio-moral perspective is quite different than developing content mastery or arithmetic skill, for example.

Your teachers have to develop a set of skills which, for some people, are very different than the skills they know and have been successful with. Anxiety, frustration, and feelings of incompetence are likely to occur as teachers try out this new approach.

Mr. John D. Delaney
Page 2
April 1, 1977

In-Service education for your staff related to (1) the process of value clarification or moral education and (2) human relations skills should respond to difficulties.

Overall, I am quite impressed with the program and see in it a model which I see as quite effective.

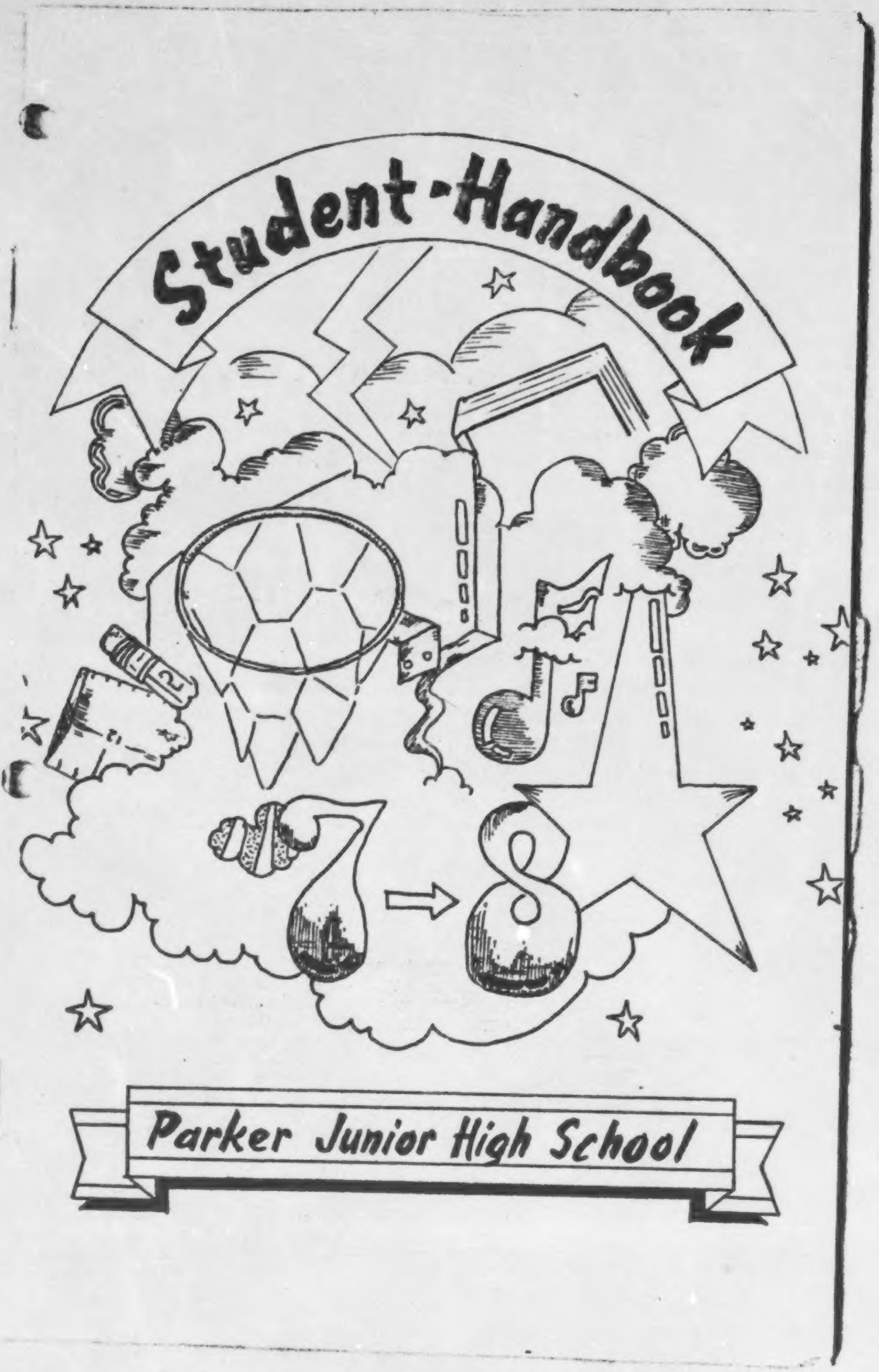
Sincerely,

Steve Gerard
Steve Gerard
Technical Assistance Consultant

SG:gd

APPENDIX N

Student Handbook



Student-Handbook

Parker Junior High School

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Robert S. Wells, Ed. D.	Superintendent
Robert J. Munnelly, Ed. D.	Assistant Superintendent

WALTER S. PARKER JUNIOR HIGH SCHOOL

John D. Delaney	Principal
Stanley E. Butcher	Assistant Principal

THE READING PUBLIC SCHOOLS DO NOT DISCRIMINATE ON THE BASIS OF SEX, RACE, RELIGION, COLOR, OR NATIONAL ORIGIN IN ITS EDUCATIONAL PROGRAMS, ACTIVITIES, OR EMPLOYMENT POLICIES.

PRINCIPAL'S MESSAGE

Dear Students:

Welcome to Parker Junior High! Your teachers and I look forward to knowing you well and to working with you for the next two years.

We like to think that Parker is a very special place, and we hope you work at making it even more special. Your teachers will work hard in order to make it a rich and rewarding experience for you. You are the reason we are here, and we sincerely want you to take advantage of all that we offer.

To make your adjustment to junior high school life a little easier, this STUDENT HANDBOOK has been prepared for you. It does, I think, answer many of the questions that might be on your mind. Please read it, and keep it as a reference. Should you still have questions after having read this booklet, feel free to address them to any of your teachers. Your homeroom teacher will be particularly helpful, and many of the items covered in this booklet will be explained more thoroughly during homeroom periods.

It is suggested, too, that you show this booklet to your parents, for they will want to know as much as possible about the school you are attending. If they have questions not answered in the booklet, please advise them that they may call at any time.

Once again, welcome to your school. I believe you will find that the next two years can be your best yet. It will be what you make it, and the time will pass more quickly than you believe possible. Before you know it, you will leave us and move on to high school. Together, we will try to prepare you well for that important day.

Sincerely,

John D. Delaney

John D. Delaney
Principal

MESSAGE FROM THE PRESIDENT OF THE STUDENT COUNCIL

Dear Fellow Students,

Welcome to the Walter Scott Parker Junior High School. I hope these two years will be the best you've yet experienced.

On the first day of school, everyone is scared. Questions run through your mind asking, "Will I get lost? Will the teachers like me? Will I make any friends?" The list goes on and on. Now the first day these questions might have some meaning, but after a while, you realize that what you thought to be bad, isn't really so awful after all.

In my opinion, Parker is a fantastic school. But the most important reason that it is, is because the kids take pride in it. It's up to you to make your years at Parker a success!

Good luck!

Sincerely,

Ann Marie McCarron

Ann Marie McCarron
Student Council President
Class of 1977

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SCHOOL SERVICES, POLICIES, AND REGULATIONS

ACCIDENT PROCEDURES

Whenever any student becomes injured in school or on school grounds, that student should immediately go to the nearest teacher or to the office and report the injury. If an injured student is not able to report an accident, the first student to learn of the accident should notify the nearest teacher or the office. NEVER attempt to move anyone who has been injured.

ACTIVITIES

The school "Activities Program" offers a wide variety of interesting and worthwhile learning opportunities for each student. Activity periods are scheduled twice weekly, and they usually begin during the second or third week of October. A complete list and description of activities available is published about one month after school opens in September, and at that time each student is given an opportunity to make selections. Most students may change activities early in the third quarter.

ATTENDANCE, ABSENCE, AND TRUANCY

School attendance is required by law until an individual reaches age sixteen. Absence is allowed only by reason of illness or other important causes. No student should miss a day of school for unimportant reasons.

After having been absent for any reason, the student concerned must report directly to the office upon return to school. At that time a note from the parent or guardian explaining the reason for absence must be delivered to the office. If such a note is forgotten by the student, he or she must obtain an "Admit Slip" before resuming classes. The required note must then be brought to the office upon arrival at school the following day. Before being admitted to school following an illness, some students may have to report to the school nurse.

Truancy, which is absence from school without permission, is against the law. Anyone guilty of being truant will be disciplined and required to make up all time lost. Habitual or frequent truancy may be referred to higher authority for action.

AUDITORIUM AND ASSEMBLY PROGRAMS

Assemblies in the auditorium are scheduled periodically throughout the school year, usually on Fridays during the seventh period. Some programs may be presented by paid professionals, and others may be presented by the students themselves; or an assembly may be scheduled for any one of many good reasons. In any case, all assemblies are a part of the school program; and the auditorium may be thought of as a large classroom. During any assembly program, every member of the audience should remain courteous and quietly attentive.

BELLS

Bell schedules will be posted in each homeroom. Each student is expected to be in his or her homeroom when the first bell of the day is rung; otherwise, the individual is tardy. Thereafter, each period begins and ends with a bell; and when a period begins, all students should be in class and seated. At such time as the bell is rung signaling the end of the last period of the day, students must return to their respective homerooms where bulletin notices will be read. The school day normally ends for students with the sounding of the 2:33 bell.

The "Release Day" bell schedule provides for five class periods, rather than the usual seven. Periods on such days are a few minutes shorter than they are on regular school days, and the dismissal bell rings at 12:15 rather than 2:33. The order of periods on "Release Days" will be announced in bulletins a day or two in advance.

BICYCLES

Bicycles may be taken to school, but they must be securely locked in the bicycle racks provided. Each student is responsible for obtaining his or her own lock. Upon entering school grounds, each bicycle rider must get off the bicycle and walk it to the rack. Students may not ride bicycles on school grounds at any time during school hours.

CITATIONS AND COMMENDATIONS

Citations are written for the purpose of recognizing noteworthy performance or contributions by students. Each citation received tells the student concerned that he or she has been "outstanding" in a subject area, in demonstrated personal qualities, or in some service rendered to the school. Such awards are prepared by subject and homeroom teachers once or twice a year, and they are generally presented at grade assemblies.

Commendations are simple compliments written by teachers at any time during the school year to commend a student as the teacher considers appropriate. Commendations are not presented at school assemblies.

CONSULTATIONS WITH TEACHERS

All students are encouraged to consult with teachers regarding any subject difficulty or other problem that may present itself. Guidance personnel are also available for consultation in helping students to find solutions to particular problems, which may relate to school work or personal matters. The entire professional staff of this school stands ready and willing to help any student in any way that it can. Students should never hesitate to ask for help. A problem in a particular subject, for example, might easily be corrected by asking the teacher concerned for extra help after school. It is important to remember that every student is urged to ask for extra help whenever it is needed. It's up to you, but extra help is always available. Simply ask.

Parents, also, are encouraged to consult with teachers, and such consultations are particularly appropriate when and if the student concerned appears to be having any type of difficulty in school. Appointment with teachers may be made by parents simply by calling the school office.

COURTESY AND CONSIDERATION FOR OTHERS

Maturity and self-control are pretty much the same thing. How well a student is growing up (maturing) is usually revealed by how courteous and considerate that individual is toward others. Learning cannot take place when an entire class is distracted by the childish behavior of one or more individuals in the group. It is our hope, therefore, that every student in this school will seriously work to demonstrate nothing less than the highest standards of courtesy at all times. Learning to be well-mannered and thoughtful of others is a worthwhile goal for each of us.

Remember, too, we all have feelings; and no one likes to have his or her feelings hurt. If we really care about other people, we will never deliberately hurt them. Little children sometimes tend to be cruel, but junior high school students are no longer little children.

DISCIPLINE

Most people think of discipline as punishment. We prefer to think of it as guidance; that is, it is the application of mild pressure from outside the individual, designed to help the person learn how to govern himself in a way that does not offend other people. Whenever an individual has learned to conduct himself in such a manner, he (or she) has developed what we call "self-discipline." At that point in the process of growing up, there is little or no need for pressure from the outside, such as that which is applied by parents and teachers.

Punishment is a form of outside pressure. Whenever it is administered, the individual who receives it must try to understand that it is necessary and proper in the development of self-discipline. Breaking the law, or breaking school rules calls for some form of punishment. If you are punished at any time, try to understand the reason and the necessity for the punishment. It is usually applied by people who care about you. Learn to accept it, and strive to do better thereafter. It's all part of growing up.

By way of encouragement, it should be noted that most students leave this school at the end of two years without ever having been punished for anything. There is no need for punishment in most cases; for upon arrival at the seventh grade level, most of us have already acquired that desirable quality of self-discipline.

DISMISSALS

If a parent wishes to have a student dismissed from school for any reason, a note must be brought from the home and delivered to the office. As in the case of absences, dismissals should be requested only for important reasons. All work missed as the result of dismissal must be made up, and it is the student's responsibility to make up such work as soon as possible at the discretion of the teachers concerned.

If a student becomes ill during school hours, he or she should report to the office. If dismissal is indicated, the parent will be called before the student may leave school.

DRESS STANDARDS AND CLEANLINESS

A School Committee regulation states: "Dress patterns may change with varied style trends; however, unattractive, extreme and questionable fads have always been frowned upon. Clean, neat, appropriate clothing, along with the basis of good grooming, are recommended." Accordingly, we consider clothing that over-exposes parts of the body or which shows poor taste to be unacceptable for school wear. The Principal is the final authority on this matter. Also, it should be understood that students shall not be in school in bare feet, nor will they wear heavy footwear of a type that could damage floors.

ENGLISH LANGUAGE USAGE

Learning how to use English properly, in both conversation and written work, is an important objective in education. It should, therefore, be the student's objective to develop his or her language skills as well as individual ability permits. Written work should never be prepared in a sloppy fashion; rather, it should always be neat and carefully done, and great attention should be given to English usage and spelling. How well a student writes answers to questions or individual papers will have an affect upon his or her grade in all subject areas, not just English. We believe you will find that your teachers demand nothing less than your very best.

EXCUSES FROM PHYSICAL EDUCATION

If a student is unable to take part in physical education classes for periods longer than one day, a signed medical excuse must be obtained by the parents from a physician. The doctor's note must then be delivered to the school office, where it will be made a part of the student's file. Requests to be excused from gym which are written by parents may be acceptable for limited periods, usually one day.

FIRE DRILLS AND EMERGENCY SAFETY PROGRAMS

During your first day at school your teachers will explain the proper procedure for evacuating the building in the event of fire or other emergency. In addition, signs are posted in each classroom which explain what route and exit is to be used for each room. Every student should become familiar with the route and exit to be used in each class. To ensure that everyone knows how to evacuate the building in the most orderly and efficient manner possible, fire drills will be held from time to time--usually unannounced. In addition, teachers will provide specific instructions in each class regarding fire drills and emergency safety procedures. Students should remember to move out of the building quickly and without talking. Walk--never run!

At such time as the fire drill or emergency situation is over, students will be directed to return to their classes. Reentry to the building should be accomplished quickly and quietly.

GRADING AND REPORT CARDS

The marking system is based on the quality of a student's work for the particular marking period. Grades assigned are A, B, C, D, and F, and a grade of D is the lowest passing mark. Effort grades are indicated by a 1, 2, or 3 recorded beside the letter grade. Conduct is graded within each subject area as satisfactory, needs improvement, or unsatisfactory (S, N, or U). Promotion is based upon the student's successful completion of the year's work.

Report cards are issued four times a year, and students are given two copies to be taken home at the end of each semester; one copy is to be signed by the parent and returned to school, and the other copy may be retained by the student and parents. The last report card of the year, issued in June, is usually mailed to the home after the school year is completed.

GUIDANCE AND EDUCATIONAL SPECIALIST SERVICES

Your guidance counselor is particularly concerned with the special needs of every individual pupil. He provides counseling and services which seek to help each boy and girl discover his or her own abilities and interests. In addition, he is trained and experienced in helping individuals to solve problems and make decisions. Never hesitate to seek his help, and remember that he is here to provide the service indicated by his title--guidance. Get to know him, and let him get to know you. He will welcome the opportunity to sit down and talk things over with you.

Remember, too, that every human being experiences problems of one kind or another, and very often students experience various kinds of learning difficulties. We have educational specialists available who are trained to help students with individual learning problems. Take advantage of the services they have to offer. It's like being thirsty and not going to a nearby well for a drink. Don't you be among those who remain thirsty foolishly; go to the well! If you think you need help of any kind, make an appointment with the guidance counselor. He will know what to do.

The guidance counselor is familiar with vocational training programs, particularly courses offered at the Northeast Regional Vocational School. Anyone interested in vocational training upon completion of junior high school should speak with the guidance counselor about his or her plans.

HEALTH SERVICES

A "Health Room" is located near the office, and a nurse is either in the building or not far away. In addition, first aid supplies are available in the Health Room, and someone in the office will administer first aid when and if it is needed. Should you suffer any kind of an injury, or if you simply do not feel well, report to the office. We have band aids, antiseptic, and--if necessary--a place for you to lie down. We'll take good care of you.

Concerning medication (any kind of medicine) which is to be taken in school, the following instructions must be observed:

1. The medication must be prescribed by a physician.
2. The medication must be left in the office; it may never be carried around school by a student. (No more than a six-day supply should be brought to school.)
3. The school must have received written medical orders from the attending physician, and these orders must include a statement describing the diagnosis, the name of the drug or medication, the dosage to be administered, and the possible toxic effects associated with the medication.
4. The school must have written permission from parents allowing school personnel to administer the medication.
5. The medication container must be clearly labeled, showing the student's name, the name of the medication, and the prescribed dosage. (The label is in addition to the written medical orders from the doctor.)

Students should notify their parents of the above policy.

Cough drops are an exception to the above. They may be taken in class when the student concerned has a note from his or her parent asking teachers to permit the use of cough drops in school.

Other medical services include periodic visual examinations, hearing tests, and physical examinations. Additional information concerning these services will be published at appropriate times.

HOMEROOM

Junior high school is a step up the ladder of growth, and the change from elementary school usually involves some confusion at first. Schedules, locations, rules, procedures, and new routines all have to be learned in a short period of time. In addition, teachers and students are strangers to one another; and everyone needs a chance to get to know one another.

In order to help students in dealing with life in the junior high school, we organize all students into homeroom groups and assign a teacher to each group. Above all else your homeroom teacher is the one person most responsible for your well-being in the two years you spend in junior high school. He or she will help and advise you in a variety of ways.

To begin, you will be organized into a sort of family group to get things done and to help each other, and you will soon learn that your homeroom teacher is your major source of information and guidance. In addition, your homeroom teacher will keep a close eye on your marks, your behavior, and how well you adapt to junior high school. He or she will also help you to work out problems, both individually and as a group.

Concerning your responsibilities you are expected to do all you can to make your homeroom the best in the school. This means you should always be looking for ways to help one another, and you should always assist your teacher in building a successful and happy homeroom. The key words for you and your classmates are cooperation, enthusiasm, and spirit.

Homeroom teachers have been trained to conduct activities and programs which will help you to make decisions and sort out some of the questions that face you in and out of school. Work with your teacher during homeroom periods, and remember that such periods are not intended to be "studies." Rather, they are designed for constructive learning activities not included elsewhere in the curriculum.

To do all of these things, your homeroom teacher has to be a kind of substitute parent--and you have to be a contributing member of the family. Get to know one another well, and don't hesitate to share your problems as well as your joys with your homeroom teacher. Like all members of the staff, he or she cares about you; but your homeroom teacher will probably be more helpful than anyone else. You do your part, too.

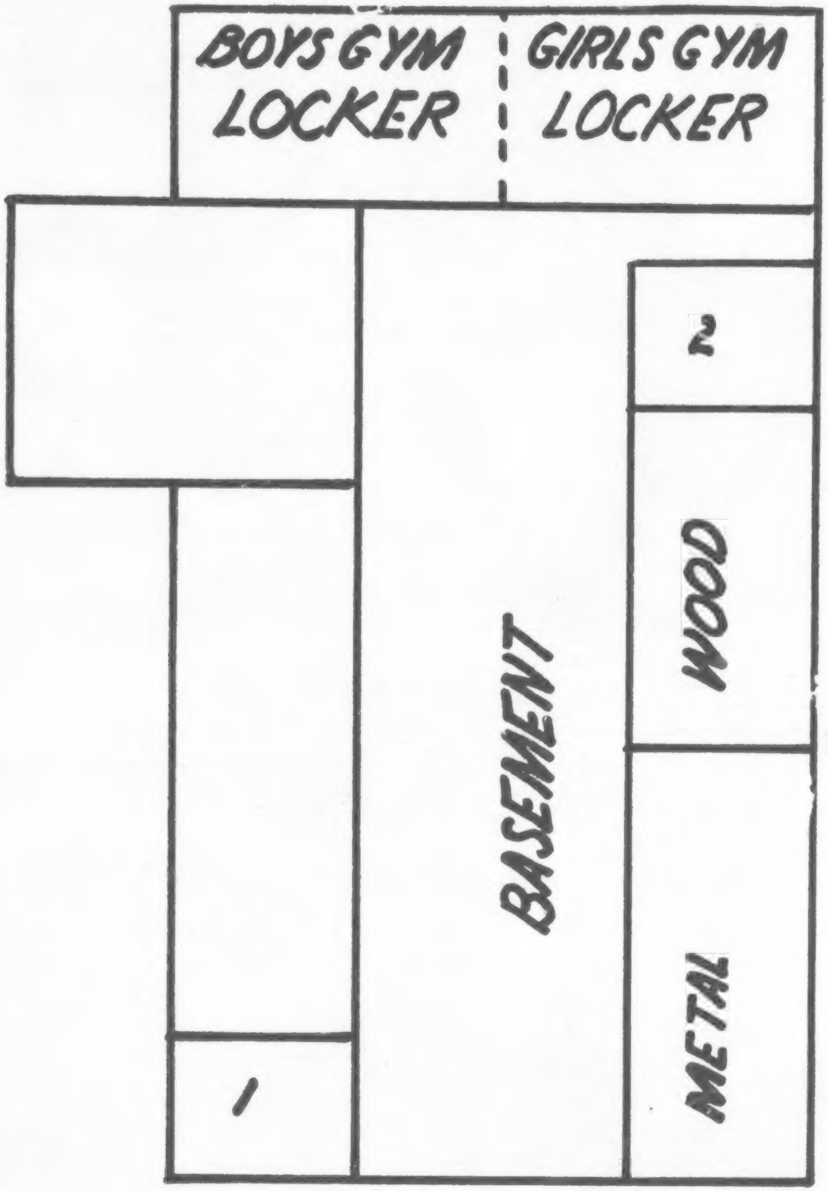
**** SCHOOL CALENDAR ****

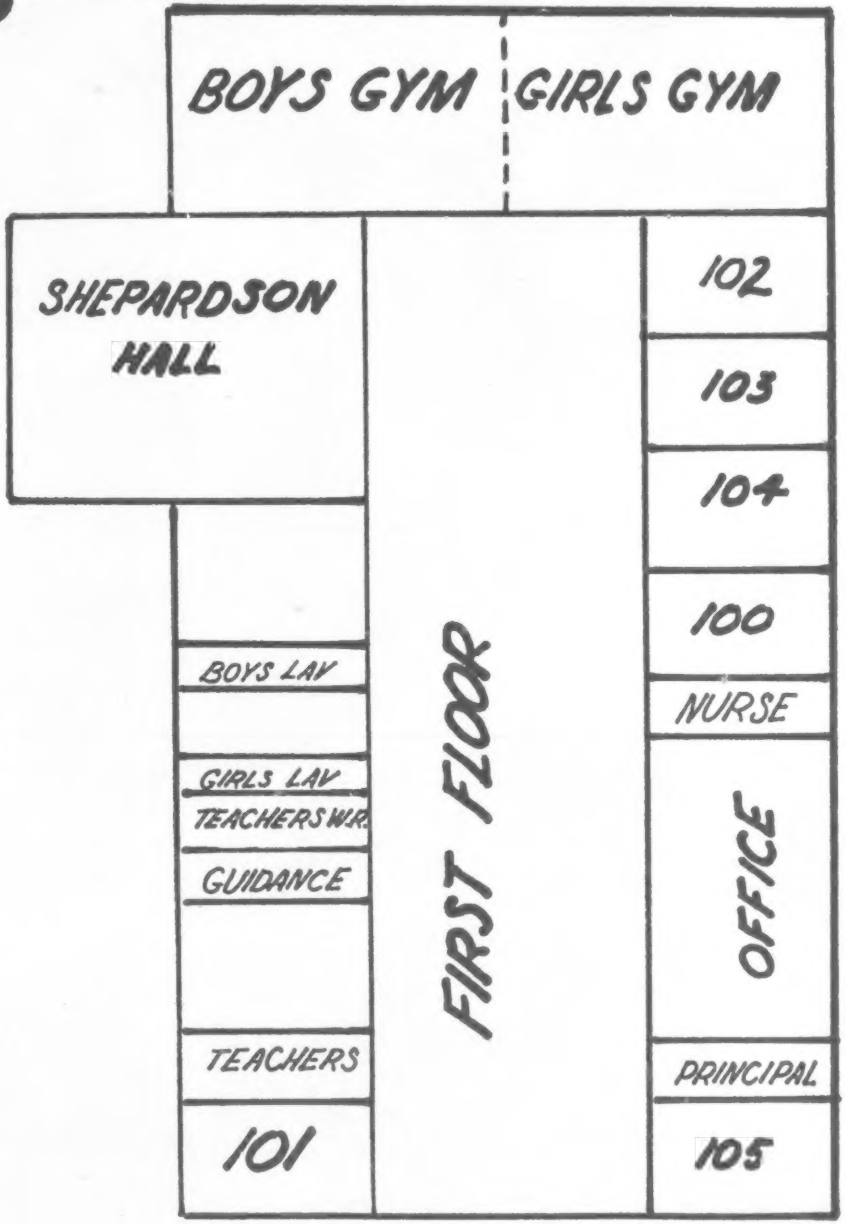
** 1977-1978 **

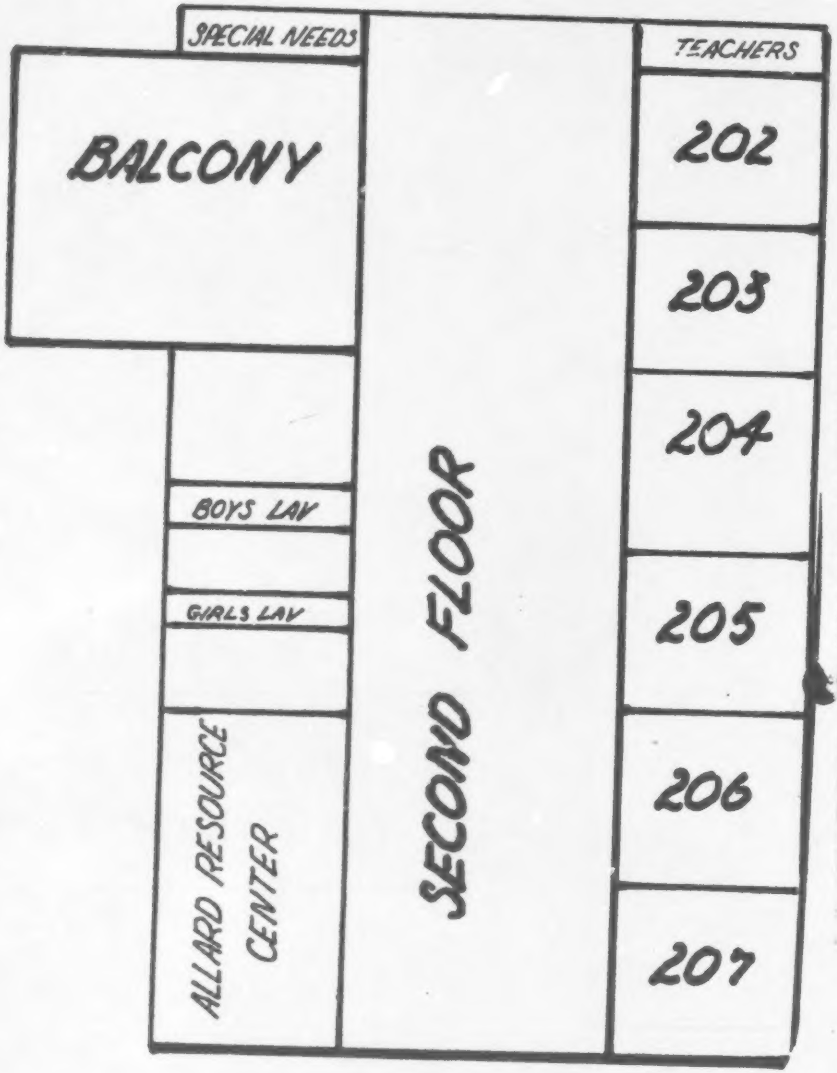
September	8	First day of school for students
October	10	Columbus Day - - no school
October	12	Midquarters (Unsatisfactory Work Notices Issued)
October	28	Middlesex County Teachers' Convention - - no school
November	10	First quarter ends - - marks close
November	11	Veterans' Day - - no school
November	23	Thanksgiving recess begins - - school closes at noon
November	28	Return to school
December	14	Midquarters (Unsatisfactory Work Notices Issued)
December	23	Christmas recess begins at the close of school
January	3	Return to school
January	16	Martin Luther King Day - - no school
January	27	Second quarter ends - - marks close
February	17	Winter Vacation begins at the close of school
March	8	Midquarters (Unsatisfactory Work Notices Issued)
March	24	Good Friday - - early closing
April	7	Third quarter ends - - marks close
April	14	Spring Vacation begins at the close of school
April	24	Return to school
May	17	Midquarters (Unsatisfactory Work Notices Issued)
May	29	Memorial Day - - no school
June	26	Summer Vacation begins at the close of school

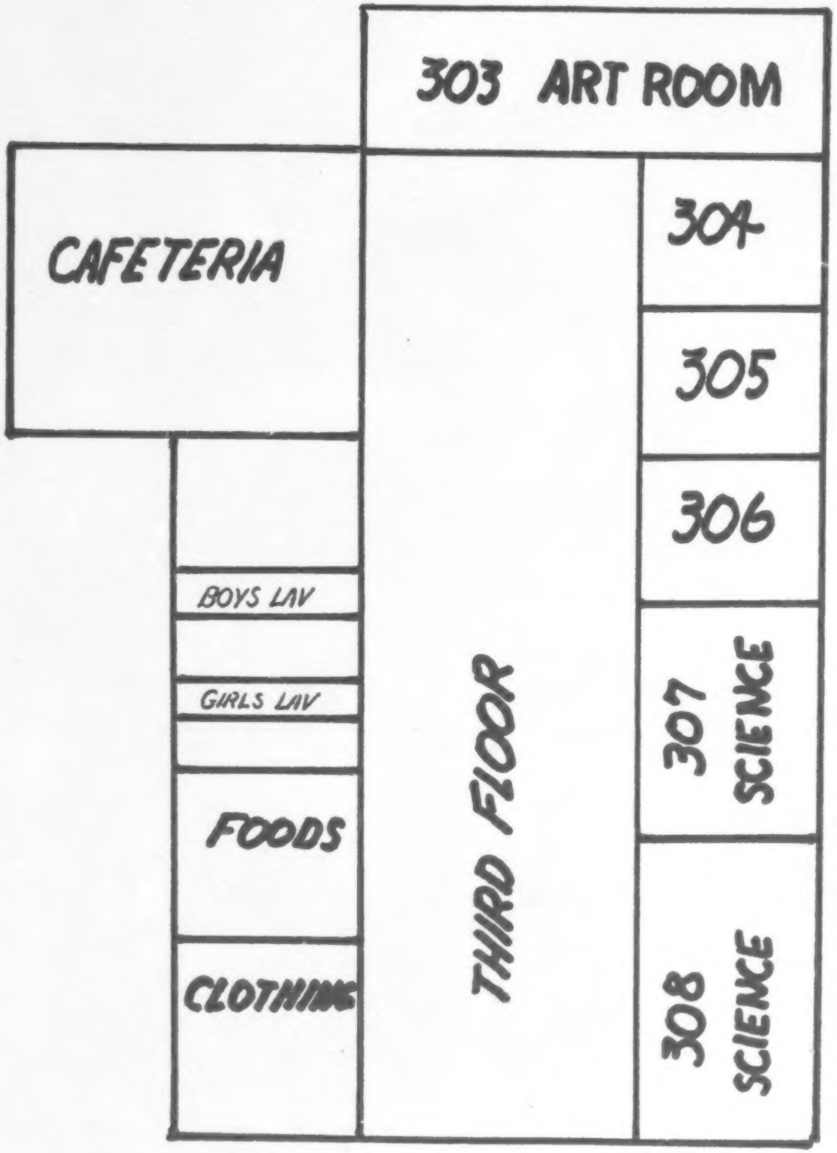
**** PERSONAL CALENDAR ****

Date	Event


BOYS GYM LOCKER
GIRLS GYM LOCKER
2
WOOD
BASEMENT
METAL
1


BOYS GYM
GIRLS GYM
SHEPARDSON HALL
102
103
104
100
NURSE
BOYS LAV
GIRLS LAV
TEACHERS W.R.
GUIDANCE
FIRST FLOOR
OFFICE
TEACHERS
PRINCIPAL
101
105


SPECIAL NEEDS
BALCONY
TEACHERS
202
203
204
205
206
207
SECOND FLOOR
BOYS LAV
GIRLS LAV
ALLARD RESOURCE CENTER


303 ART ROOM
CAFETERIA
304
305
306
307 SCIENCE
308 SCIENCE
THIRD FLOOR
BOYS LAV
GIRLS LAV
FOODS
CLOTHING

HOMEWORK AND STUDY HABITS

Generally speaking, junior high school students may expect to receive homework assignments on a regular basis. It will probably be fairly limited at first and increase as time goes on. It is important to understand that homework is an important part of your education. First of all, it is essential in order for you to be properly prepared for classes that follow; and, secondly, it helps you to develop a sense of individual academic responsibility. In addition, it helps you to master the material covered in classes; it gives you a chance to practice skills being learned, including reading and writing skills; and it provides an opportunity for you to do creative work on your own. For success in school, the pupil must do his or her homework regularly and thoroughly, to the best of the individual's ability. Your teachers will insist upon your best; do not disappoint them. More important, do not disappoint yourself; do what is expected of you--and more.

Getting home assignments completed properly and on time means that every student must develop good study habits, and whether or not you succeed in this effort really depends upon your own willingness to apply yourself. Here are some suggestions to follow:

1. Be sure you understand every assignment given; and as soon as it is given, write it in your notebook. A separate notebook just for assignments is recommended.
2. Do not put off doing work until the last minute; get started immediately or as soon as possible.
3. Establish a set time for study each school day. Make it the same time every day, and stick to it.
4. Study in a quiet place where you will not be disturbed or distracted by anything or anyone. This special place should be well-lighted, properly heated, and properly ventilated. It should also be comfortable--but not too comfortable.
5. Always review previous lessons before going on to new material.
6. Read each lesson through completely, and then go back and study the key points and more difficult parts. Finally, review the whole assignment.
7. Make use of notes and outlines, organize your material, determine which points are important, and try very hard to remember. Review quickly from time to time to refresh your memory.
8. Make up your mind not to settle for just "getting by." Do your BEST, and be honest with yourself in your effort to succeed.

HONOR ROLL

The Honor Roll is a list of students who have performed exceptionally well in any given quarter, and it is published following the end of each quarter. When a student's name appears on the Honor Roll, it means that his or her grades reflect superior academic work, effort, and acceptable conduct. Accordingly, the basis for earning a place on the Honor Roll is outlined as follows:

1. There must be no grade lower than a B or a P.
2. There must be no Effort grade lower than a 2.
3. There must be no Conduct grades of U; and there must be no more than two N's in any quarter.

INDIVIDUAL RESPONSIBILITY

Being responsible simply means that a person is reliable, trustworthy, and able to behave in a manner that is proper. Such a person will never say or do anything to be ashamed of, and he will do what is expected of him to the best of his (or her) ability. Individual responsibility is important, therefore, in school and in life.

What, then, can you do to show that you are a responsible individual? The following is a list of suggestions:

1. Do your work on time, and do it well. Never cheat!
2. Keep neat notes, and organize your materials carefully.
3. Keep your books covered neatly, and take care of them.
4. Always respect the rights and property of others.
5. Always demonstrate courtesy and proper manners.
6. Be considerate of other people at all times, and listen to their opinions--even though you may not agree.
7. Keep your temper under control, and try not to say things that you may later regret.
8. Be a good sport, and learn to lose with a smile.
9. Be cheerful, and be as friendly as possible.
10. Learn to accept criticism, and admit your errors honestly.
11. Dress neatly, and pay attention to your appearance and habits of personal cleanliness.
12. Take care of your health; eat properly, and get plenty of sleep.

13. Do your part to keep our building and grounds clean.

14. Pay bills promptly, and return library books when they are due.

15. Take an active part in school affairs. Be alive, and show school spirit.

Do these things and you will be considered to be a responsible individual, and you will be an excellent student.

INSURANCE PROGRAMS

In September, every student is given an envelope to take home which contains information and an application for student accident insurance. This insurance is offered at a very reasonable cost, and it is considered to be a good investment by most parents.

If you have an accident, and if you are covered by student insurance, you must obtain a claim form from the office; it must be filled out and mailed to the insurance company as soon as possible after the accident has occurred.

Further information concerning this insurance program will be provided early in the year by homeroom teachers. Your responsibility will be to take this information home.

INTRAMURAL SPORTS

Equal opportunities are provided for boys and girls to participate in intramural sports. This involves lively competition betwe teams in both grades. Sports such as soccer, basketball, gymnastics, softball, tennis, football, wrestling, gymnastics, street hockey and speedball are included.

The intramural program is an important part of school life and all students are urged to take part.

LAVATORY PRIVILEGES

Students may visit the lavatory before the first bell of the day has rung and before lunch. At other times permission must be obtained from a teacher.

We recognize that use of the lavatory is sometimes necessary, and we have no wish to cause anyone discomfort by discouraging students from seeking permission when it is necessary. There are those among us, however, who will ask to go to the lavatory simply to get out of class for a few minutes. We DO discourage that practice! If you must go to the lavatory, ask permission; do not, however, attempt to take advantage of the privilege without reason.

Should anyone have an individual problem that makes frequent lavatory privileges necessary, please obtain a note from home explaining the circumstances and bring it to the office.

LOCKERS

Each student is assigned two lockers, a corridor locker and a gym locker. All lockers must be kept clean, neat, and orderly; and each individual must use the locker to which he or she is assigned. In addition, the following practices should be observed:

1. Keep locker combinations a secret; never give them to anyone--not even close friends.

2. Never keep valuables in lockers.

3. Always make sure your locker is locked when you finish using it.

Students may go to lockers before school, before lunch, after lunch, and at the end of the last period of the day. Visits to lockers at any other time may not be made without teacher approval.

LOST AND FOUND

The school does have a Lost and Found Department. Students who have lost an article may inquire in the office before 8:15 a.m.

LUNCH PROGRAMS

Hot lunches are available to all students at reasonable cost during lunch periods scheduled each day. If preferred, bag lunches may be brought to school; milk and/or dessert may be purchased separately.

Reasonable behavior is expected in the cafeteria, and good table manners should be practiced. The same rules of conduct that one observes in a restaurant should be observed in the school cafeteria. Students may talk during lunch, but conversation must be carried on in a polite manner without excessive noise.

MAKE-UP WORK

Work missed because of absence must be made up. Reasonable time will be provided for this purpose, as determined by teachers concerned. It must be emphasized, however, that responsibility for getting the make-up work completed rests with the individual student. Upon return to school, each student must determine what work has been missed and when it is due. Subject teachers will give students the needed information.

If anyone is going to be absent for more than a few days, and if work can be done at home, a parent should call the school and ask for assignments. The call will be returned, and assignments from individual subject teachers will be provided.

MULTI-MEDIA/RESOURCE CENTER

The Multi-Media/Resource Center is open during school hours for the purpose of research, study, and quiet reading. Research and study may be conducted in a variety of ways, using the equipment and materials available. Methods include the use of the card catalogue, books, and various reference sources; viewing film strips with individual viewing machines; listening to recordings, either on records or on tape; or any combination of these methods. The Multi-Media/Resource Center Specialist will help any student who desires help. If anyone is not familiar with the use of any of the materials or equipment available, ask the specialist for assistance.

Books may be checked out, but they must be returned within the time period specified. Film strips, recording, tapes, and related equipment must be handled carefully; and nothing may be removed from the Multi-Media/Resource Center without the permission of the specialist in charge.

NOTICES TO PARENTS OF UNSATISFACTORY WORK

At about the middle of each quarter, teachers will issue "Notices to Parents of Unsatisfactory Work," commonly called "Mid-Quarter Warning Slips." These notices are written if a student is not achieving or progressing in a satisfactory manner in a particular subject. They are delivered to students by homeroom teachers; and they must be taken home, signed by a parent, and returned to homeroom teachers.

Mid-Quarter Warning Slips are like flashing red lights at railroad crossings; they are danger signals. They tell students and parents that a failing or low grade is likely to be received if improvement is not made.

OUT-OF-ROOM PASSES

Whenever a student leaves a classroom, including homeroom, for any reason, he or she must have a signed pass from the teacher concerned.

PHYSICAL EDUCATION CLOTHING

Gym clothing must be worn in physical education classes. All students are, therefore, expected to obtain gym suits and sneakers. Additional information and instructions concerning gym clothing and equipment will be provided by physical education teachers.

SCHOOL CANCELLATION ANNOUNCEMENTS

During the winter months there may be days when weather conditions make it difficult for students to get to school. On such days, if conditions are extremely severe, school may be cancelled. School cancellation announcements will be made by Radio Stations WEEI, WHDH, WBZ, WEZE, and WNAC.

Generally speaking, the policy in Reading is for schools to be open except under emergency conditions. Parents, however, may decide that sending a student to school when weather conditions are unusually poor might affect the individual's health or safety. At such times a parent may not permit school attendance that day.

SCHOOL RULES AND REGULATIONS

Each of us is required to live according to some set of standards. Outside of school we call them laws, and in school we call them rules and regulations. Some rules are made for reasons of safety, some are made to protect property, and others are made to make the learning experience as enriching as possible for everyone involved. When students violate these rules, the school's response will depend on the nature of the incident. In most cases, teachers will handle situations within the classroom. More serious cases will involve the Assistant Principal where, after hearing all sides, he may administer disciplinary action, require a conference with parents, suspend the student or take other action that he deems appropriate.

Everyone is expected to obey the following general rules:

1. Possession of and/or use of the following items in school or on school grounds is strictly forbidden:

    a. Cigarettes or any materials used for smoking
    b. Drugs or intoxicants of any kind
    c. Matches, cigarette lighters, and such items
    d. Knives or weapons of any kind
    e. Obscene literature and/or pictures

2. The following actions are strictly forbidden in school or on school grounds:

    a. Fighting
    b. Vandalism or any kind of damage to property
    c. Stealing
    d. Gambling
    e. Throwing snowballs
    f. "Mushing" or hanging onto any part of a moving vehicle
    g. Disobedience, disrespect, or insolence toward any teacher, member of the staff, custodian, or visitor
    h. Profanity or foul language of any kind
    i. Leaving the school or school grounds without permission from the office
    j. Threatening other students in any way
    k. Harassing or taunting other students
    l. Gum chewing
    m. Cheating or copying the work of other students
    n. Plagiarism (using the written work or ideas of someone else without giving the author credit)

3. DO the following:
   a. Demonstrate courtesy and a cooperative attitude in all classes. (Never distract others.)
   b. Report after school when told to do so by any teacher. Failure to report as directed is a violation of rules.
   c. Obey all rules mentioned elsewhere in this handbook.
   d. Obey the instructions of each teacher regarding behavior and practices in his or her class.

The breaking of any of the rules outlined above will necessarily result in disciplinary action. The punishment awarded will be determined in individual cases; to avoid difficulty, simply obey the rules and govern yourself according to this set of standards.

STUDENT GOVERNMENT

An important aim in school is the preparation of students for life in our American democratic society. To help in this effort, we have student governing bodies, one of which is the "Student Council." Members of the Student Council are elected school officers, and they campaign for votes just as elected officials campaign for public office. We also have "grade officers" for both the seventh and eighth grades; and they, too, campaign and are elected. You, the students, make the choices; and you will learn that each and every vote is important. You will learn, as well, that it is important to make the right choice.

Once elected, members of the Student Council direct and carry out a variety of programs which affect everyone in the school. In the same way, grade officers organize and supervise activities affecting the whole group of students in that grade. All officers work closely with the students they represent, and we try to help by getting them to see things that need to be done for the good of the school. Getting these things accomplished then becomes the responsibility of the officers concerned.

Each student will have an opportunity to run for office, and it is a challenge that many of you will accept. Everyone is encouraged to take an active part, either as a candidate, a campaign manager, a campaign worker, and--of course--as a voter.

These positions of leadership exist for the benefit of all students, and the success or failure of any program sponsored by your elected officers depends upon the strong support of every student in the school. We urge you, therefore, to get behind your student government and its programs. Be involved!

STUDY PERIODS

Study periods are exactly what the name implies. Valuable school time is set aside to allow students to study, do research, or write. This time will not be wasted, and all teachers will insist that students use study period time for the purpose intended. The playing of games, socializing, and inactivity will not be permitted. Students have the responsibility of coming to study periods with enough work to keep themselves busy all period.

SUBSTITUTE TEACHERS

It is sometimes necessary to have substitute teachers take charge of classes. Such teachers are well-trained, and classes will be conducted according to a plan given to them. Success, however, largely depends upon the class as a whole. Whenever a substitute teacher is in class, all students are expected to make a special effort to help make the class run smoothly and effectively.

SUSPENSIONS

Students may be suspended for a serious or repeated violation of school rules.

Before a student is suspended, he or she will be given an explanation of the charges and have an opportunity to present his or her version of the facts. Parents will be notified in writing of the reasons for suspension and when the student may return.

TARDINESS

Being late for school or for class is strongly discouraged. Try to be on time, for the habit of punctuality is worth developing.

When a student arrives in school after the first bell of the day has rung, he or she must report to the office for an "Admit Slip" before being admitted to homeroom or class. Also, as stated under BELLS in this booklet, if a student is not in homeroom when the first bell is rung, he or she is tardy. The homeroom teacher will require an "Admit Slip" if such is the case.

If a student is late for class because of being detained by another teacher, a note from that teacher must be presented upon arrival in class. Otherwise, a student who is late for class is in violation of school rules. Appropriate action may be expected.

TELEPHONE

A pay telephone for personal calls is located near the main entrance. Do not ask to use the office telephone except in cases of emergency.

TRAFFIC PATTERNS IN CORRIDORS

While passing from one class to another, the rule is to stay to the right. Walk quietly, never run, and learn to move by the shortest possible route. If someone along the way is unfortunate enough to have dropped his or her books, please do not walk over that person. It is much more courteous and thoughtful to stop and help.

VALUABLES

The school cannot be responsible for lost valuables, and such items should not be brought to school. If it is necessary to bring such items into school, they should be turned in to the office for safekeeping. Remember, do not keep valuables in lockers.

PROGRAMS OF STUDY

1977-1978

**** GRADE SEVEN ****

SUBJECT	PER WK	SUBJECT	PER WK
English	5	Art	2
Mathematics	5	Music	2
Science	5	Physical Education	3
Social Studies	5	*Practical Arts	2
Activity	2	Homeroom	2
Study	1	Reading	1

* Practical Arts in the 7th grade is divided quarterly between four basic skills: - clothing, foods, metal craft, and wood craft. Both boys and girls will devote a quarter to each art.

**** GRADE EIGHT ****

SUBJECT	PER WK	SUBJECT	PER WK
English	5	Physical Education	3
Mathematics	5	Activity	2
Science	4	*Electives	4
Social Studies	5	Homeroom	1
Study	2 or 3	Reading	1

* Eighth grade students will complete their programs by devoting a minimum of four periods per week to the study of offered electives. Specific electives offered will be announced and chosen at the end of the 7th grade year; and probable choices may include Fine Arts, French, Home Economics, Industrial Arts, Social Studies, and other electives which may be developed and offered.

SCHOOL BUS INFORMATION

Because of the central location of the school and the relatively short distances involved, school busses are not used at Parker Junior High School. An exception to this policy is in the METCO program; and information concerning transportation to and from school for METCO students will be provided to such students individually.

**** FACULTY LISTING ****

NAME	SUBJECT OR TITLE	ROOM NO.
Raymond E. Anderson	Mathematics	205
Virginia Brogna	Mathematics	207
Stanley E. Butcher	Assistant Principal	Office
Mary Cann	Resource Specialist	Library
*William R. Carne	Science	308
John R. Copithorne	Science	307
*William D. Cowles	Mathematics	Teachers' Work Room
Jeffrey Cryan	English	103
John D. Delaney	Principal	Office
Kathleen A. Forbush	Physical Education	Gym
Donald G. Green	Music	1
Lois W. Harkless	Art	303
Peter C. Hichborn	English	101
Joan A. Hunnefeld	Education Specialist	Guidance Office
Katherine Jacobitz	Science	308
Ellen Jordan	Social Studies	105
Joan Liever	Mathematics	206
Alice A. Lovely	Home Economics (Foods)	302
Wilburt G. MacGregor	Social Studies	203
*James D. McCann	Social Studies	Teachers' Work Room
John T. McHugh	Social Studies	202
JoAnne McMahon	School Nurse	Office
Donald E. Meroth	Physical Education	Gym
Edward J. O'Gorman	Industrial Arts (Metal)	Metal Shop
Priscilla B. Perry	French	304
Jean B. Putney	Home Economics (Clothing)	301
Delia Quinlan	Teacher Aide	Office
Robert M. Quinn	Guidance	Guidance Office
Francis Sateriale	Science	306
Michael J. Tierney	Industrial Arts (Wood)	Wood Shop
Francis S. Tyburc	Social Studies	204
Thais Waldron	English	102
Patricia J. White	Reading Specialist/English	305
Diana F. Williamson	Secretary	Office
Patricia Zona	English	104

* Department Heads

PROGRAM CARD

NAME: ____________________

HOMEROOM: ____________

LOCKER NUMBER: ____________

Period / Day	1	2	3	4	5	6	7
MON							
TUE							
WED							
THUR							
FRI							